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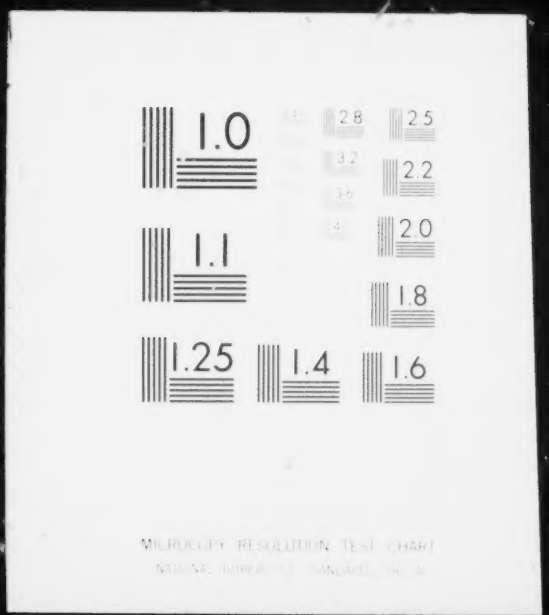

DOCUMENT RESUME

ED 069 208 HE 003 530

AUTHOR	Flowers, George A., Jr., Ed.
TITLE	Summary of Proceedings of the Annual Meeting of the Association of Urban Universities (56th, Miami, Florida, November 1-2, 1970).
INSTITUTION	Association of Urban Universities.
PUB DATE	70
NOTE	97p.; Proceedings of the Annual Meeting of the Association of Urban Universities (56th), Miami, November 1-2, 1970
AVAILABLE FROM	George A. Flowers, Jr., Director, News Services and Publications, Jacksonville University, Jacksonville, Florida 32211
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activism; Community Services; *Conference Reports; *Educational Objectives; Educational Opportunities; *Equivalency Tests; Governance; *Higher Education; *Urban Universities

ABSTRACT

The two major addresses presented before the 1970 conference of the Association of Urban Universities concerned: (1) the Office of Urban Affairs of the American Council on Education whose purpose is to encourage and assist institutions of higher education to relate their programs to urban needs; and (2) the College Level Examination Program (CLEP) of the College Entrance Examination Board, a program designed to enable students to earn credit via equivalency tests. Goals for the members of the Association were discussed including admissions for minority students, community service programs, resource utilization, institutional governance, politics, and campus unrest. In addition, 13 new member institutions were admitted to the Association. (HS)

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The Association of Urban Universities

SUMMARY OF
PROCEEDINGS

OF THE

Fifty-Sixth Annual Meeting

of

The ASSOCIATION of

URBAN UNIVERSITIES

at Miami, Florida

1970

Forty-Seventh Report

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FIFTY-SIXTH

ANNUAL MEETING

1970

Summary of Proceedings

Edited by George A. Flowers, Jr.
Director News Services
and Publications
Jacksonville University
Jacksonville, Florida 32211

November 1-2, 1970
Miami, Florida

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HISTORICAL INTRODUCTION

The Association of Urban Universities was founded as the result of a conference "of all municipal universities and other universities in cities interested in the service of their communities," held in connection with the annual meeting of the National Association of State Universities at Washington, D. C., November 9 and 10, 1914. On November 11, 1914, the permanent organization of the Association of Urban Universities was definitely formed. The Association promotes the study of problems of particular interest to urban universities, including adult education, community service, and university extension.

A full report of the proceedings of the first meeting was published by the United States Bureau of Education as Bulletin, 1915, No. 38, under the title, "The University and the Municipality."

The second meeting was held in Cincinnati, November 15, 16, and 17, 1915, and the proceedings were printed as Bulletin, 1916, No. 30, of the Bureau of Education. These two bulletins contain detailed information concerning the formation of the Association, its aims and its practical program.

The third conference was held in New York on November 15, 16, and 17, 1916. A record of this meeting was printed by the Association in 1917, entitled "Field Work — Complete Report of the Committee on Field Work and Account of the Third Annual Meeting of the Association of Urban Universities."

The fourth meeting was held in Pittsburgh, November 15, 16, and 17, 1917. A full report of this meeting was not published, but a summary of the proceedings appeared in the introduction to the printed report of the 1919 meeting of Boston. Because of the war, no meeting was held in 1918.

The fifth conference, at Boston, was held on December 19 and 20, 1919, and the published account of the meeting appeared as the Fourth Report.

In 1920, the sixth meeting was held in Philadelphia, on December 16, 17, and 18, with the University of Pennsylvania, Drexel Institute of Technology, and Temple University acting as hosts. The Printed account of the meeting appeared as the Fifth Report.

No reports of the meetings from 1921 to 1926, inclusive, were published. From 1921 to 1925 the annual meetings were held as follows:

Year	Meeting	Place	Host Institution
1921	7th	Cleveland	Case School of Applied Science and Western Reserve University

1922	8th	Minneapolis	University of Minnesota
1923	9th	Buffalo	University of Buffalo
1924	10th	Akron	University of Akron
1925	11th	Washington	George Washington University

The next meeting, 1926, was held at Providence with Brown University as the host; on the printed program this meeting is numbered as the "thirteenth."

Since 1926, reports of all the meetings have been published. Beginning with 1927, the annual meetings have been held and the reports issued as follows:

Year	Meeting	Place	Host Institution	No. of Report
1927	14th	Pittsburgh	Carnegie Institute of Technology	6th
1928	15th	New York	City College of New York	7th
1929	16th	Cincinnati	University of Cincinnati	
1930	17th	Philadelphia	University of Pennsylvania	8th
1931	18th	Toledo	University of Toledo	9th
1932	19th	St. Louis	Washington University	10th
1933	20th	New York	New York University and The City College of New York	11th
1934	21st	Louisville	University of Louisville	12th
1935	22nd	Boston	Boston University	13th
1936	23rd	Detroit	Wayne University	14th
1937	24th	Birmingham	Birmingham-Southern College	15th
1938	25th	Cincinnati	University of Cincinnati	16th
1939	26th	New York	Hunter College of the City of New York	17th
1940	27th	Omaha	University of Omaha	18th
1941	28th	Cleveland	Western Reserve University and Fenn College	19th

The meeting scheduled to be held in October, 1942, with the University of Rochester as the host institution, was cancelled because of the war.

1943	29th	Chicago	Illinois Institute of Technology	20th
1944	30th	Pittsburgh	Carnegie Institute of Technology, University of Pittsburgh	21st

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1945	31st	Philadelphia	Drexel Institute of Technology, University of Pennsylvania and Temple University	22nd
1946	32nd	New York	City College of New York	23rd
1947	33rd	Minneapolis	University of Minnesota	24th
1948	34th	Pittsburgh	University of Pittsburgh	25th
1949	35th	Chicago	- - - - - - - - - - - - -	26th
1950	36th	Cleveland	- - - - - - - - - - - - -	27th
1951	37th	Cincinnati	- - - - - - - - - - - - -	28th
1952	38th	Detroit	University of Detroit and Wayne University	29th
1953	39th	St. Louis	St. Louis University and Washington University	30th
1954	40th	Pittsburgh	Carnegie Institute of Technology, Duquesne University, Pennsylvania College for Women, University of Pittsburgh	31st
1955	41st	Milwaukee	Marquette University	32nd
1956	42nd	Cleveland	Case Institute of Technology, Western Reserve University, and Fenn College	33rd
1957	43rd	Detroit	University of Detroit and Wayne State University	34th
1958	44th	Omaha	Creighton University and University of Omaha	35th
1959	45th	Buffalo	University of Buffalo and Canisius College	36th
1960	46th	Cincinnati	University of Cincinnati and Xavier University	37th
1961	47th	Chicago	DePaul University, Illionis Institute of Technology, Loyola University, Northwestern University, Roosevelt University, University of Illinois	38th
1962	48th	Louisville	University of Louisville	39th
1963	49th	New Orleans	Tulane University	40th
1964	50th	Pittsburgh	Carnegie Institute of Technology, Duquesne University, University of Pittsburgh	41st
1965	51st	St. Louis	St. Louis University and Washington University	42nd

1966	52nd	Milwaukee	Marquette University and University of Wisconsin — Milwaukee	43rd
1967	53rd	Detroit	University of Detroit and Wayne State University	44th
1968	54th	Houston	University of Houston	45th
1969	55th	Akron	University of Akron	46th
1970	56th	Miami	University of Miami	47th

The Association publishes the Proceedings of its Annual Meeting and distributes a copy to each member institution. A limited number of copies is available for free distribution to interested persons, agencies, and institutions. Requests should be addressed to George A. Flowers, Jr., Director, News Services and Publications, Jacksonville University, Jacksonville, Florida 32211.

MEMBER INSTITUTIONS
November 1970

Below are listed member institutions and their chief executive officers. Charter members are indicated by an asterisk; the date in parentheses following the name of each of the other members indicates the first year of membership.

Adelphi University
Garden City, Long Island, N. Y. (1970)
President Charles Vevier

*Akron, The University of
Akron, Ohio
President Norman P. Auburn

American University
Washington, D.C. (1944)
President George H. Williams

Arkansas, University of
Little Rock, Arkansas (1960)
President Carey V. Stabler

Boston College
Chestnut Hill, Massachusetts
President W. Seavey Joyce, S.J.

*Boston University
Boston, Massachusetts
President Arland F. Christ-Janer

Bradley University
Peoria, Illinois (1947)
President Talman W. Van Arsdale, Jr.

Bridgeport, University of
Bridgeport, Connecticut (1952)
President Henry W. Littlefield
Chancellor James H. Halsey

Brooklyn College
See City University of New York

Butler University
Indianapolis, Indiana (1945)
President A. E. Jones

Case Western Reserve University
Cleveland, Ohio (1948)
President Louis Toepfer

Catholic University of America
Washington, D.C. (1968)
President Clarence C. Walton

Chicago State College
Chicago, Illinois (1967)
President Milton W. Byrd

*Cincinnati, University of
Cincinnati, Ohio
President Walter C. Langsam

*City College of New York
See City University of New York

City University of New York
New York, New York
Chancellor Albert H. Bowker

Brooklyn College
Brooklyn, New York (1952)
Acting President John W. Kneller

*City College
New York, New York
President Buell Gallagher

*Hunter College
New York, New York
President Robert D. Cross

Queens College
Flushing, New York (1939)
President Joseph P. McMurray

Cleveland State University
Cleveland, Ohio (1956)
President Harold L. Enarson

Cooper Union
Cooper Square, New York, New York (1950)
President John F. White

Creighton University
Omaha, Nebraska (1951)
President Henry W. Linn, S.J.

Dayton, University of
Dayton, Ohio (1962)
President Raymond A. Roesch, S.M.

Delaware, University of
Newark, Delaware (1970)
Provost John W. Shirley

Denver, University of
Denver, Colorado (1915)
Chancellor Maurice B. Mitchell

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DePaul University
Chicago, Illinois (1948)
President John R. Cortelyou, C.M.

Detroit, University of
Detroit, Michigan (1932)
President Malcolm Carron, S.J.

Drake University
Des Moines, Iowa (1960)
President Paul F. Sharp
Vice President George Huff

Drexel University
Philadelphia, Pa. (1915)
President William Walsh Hagerty

Duquesne University
Pittsburgh, Pennsylvania (1950)
President Henry J. McAnulty, C.S.Sp.

Fairfield University
Fairfield, Connecticut (1970)
President William C. McInnes, S.J.

Fairleigh Dickinson University
Teaneck, New Jersey (1955)
President J. Osborn Fuller

Fordham University
New York, New York (1930)
President Michael P. Walsh, S.J.

General Motors Institute
Flint, Michigan (1962)
President Harold P. Rodes

George Washington University
Washington, D.C. (1924)
President Lloyd H. Elliott

Georgetown University
Washington, D.C. (1968)
President Robert J. Henle, S.J.

Georgia State University
Atlanta, Georgia (1958)
President Noah Langdale, Jr.

Hartford, University of
West Hartford, Conn. (1957)
Chancellor A. M. Woodruff

Harvard University
Cambridge, Mass. (1915)
President Nathan M. Pusey

Hofstra University
Hempstead, L.I., New York (1954)
President Clifford Lee Lord

Houston, University of
Houston, Texas (1957)
President Philip G. Hoffman

Hunter College
See City University of New York

Illinois Institute of Technology
Chicago, Illinois (1939)
President John T. Rettaliata

Illinois, University of
Urbana, Illinois (1951)
President David D. Henry
Chancellor Norman A. Parker, Chicago Circle Campus

Indiana State University
Terre Haute, Indiana (1970)
President Alan C. Rankin

Indiana University
Purdue University at Indianapolis
Indianapolis, Indiana (1969)
Chancellor Maynard K. Hine

Jacksonville University
Jacksonville, Florida (1962)
President Robert H. Spiro

Jersey City State College
Jersey City, New Jersey (1970)
Vice President William A. Liggitt

John Carroll University
Cleveland, Ohio (1956)
President Henry F. Birkenhauer, S.J.

Johns Hopkins University
Baltimore, Maryland (1968)
President Lincoln Gordon

LaSalle College
Philadelphia, Pennsylvania (1970)
President Daniel Burke, F.S.C.

Long Island University
Greenvale, New York (1961)
Chancellor Glen W. Ferguson

*Louisville, University of
Louisville, Kentucky
President Woodrow M. Strickler

Loyola University
Chicago, Illinois (1950)
President James F. Maguire, S.J.
Loyola University
New Orleans, Louisiana (1963)
President Homert R. Jolley, S.J.

Maine, University of
Portland, Maine (1969)
Acting President William J. MacLeod
Manhattan College
Bronx, New York (1970)
President Gregory Nugent, F.S.C.
Marquette University
Milwaukee, Wisconsin (1948)
President John P. Raynor, S.J.
Massachusetts Institute of Technology
Cambridge, Mass. (1952)
President Howard W. Johnson
Massachusetts, University of
Boston, Massachusetts (1967)
Chancellor Francis L. Broderick
President Robert C. Wood
Amherst, Mass.
Miami, University of
Coral Gables, Florida (1941)
President Henry King Stanford
Mississippi College
Clinton, Mississippi (1965)
President William L. Nobles
Missouri, University of at Kansas City
Kansas City, Missouri (1953)
Chancellor James C. Olson
Monmouth College
West Long Branch, N. J. (1969)
President William G. Van Note

Nebraska, University of, at Omaha
Omaha, Nebraska (1937)
President Kirk E. Naylor
Newark College of Engineering
Newark, New Jersey (1929)
President William Hazell
New Haven College
West Haven, Connecticut (1970)
President Marvin K. Peterson

*New York University
Washington Square, New York, N. Y.
President James M. Hester
Northeastern University
Boston, Massachusetts (1959)
President Asa S. Knowles
Northern Illinois University
DeKalb, Illinois (1963)
President Rhoten A. Smith
*Northwestern University
Evanston, Illinois
Chancellor James R. Miller

Ohio State University
Columbus, Ohio (1970)
Provost James A. Robinson
Oklahoma City University
Oklahoma City, Oklahoma (1952)
Acting President Dolphus Whitten, Jr.
Old Dominion University
Norfolk, Virginia (1962)
President James L. Bugg, Jr.

*Pennsylvania, University of
Philadelphia, Pennsylvania
President Gaylord P. Harnwell
*Pittsburgh, University of
Pittsburgh, Pennsylvania
Chancellor Wesley W. Posvar
Polytechnic Institute of Brooklyn
Brooklyn, New York (1928)
President Benjamin Adler
Portland State University
Portland, Oregon (1957)
President Gregory Baker Wolfe
Pratt Institute
Brooklyn, New York (1941)
President James B. Donovan
Providence College
Providence, Rhode Island (1951)
President William P. Haas, O.P.

Queens College
See City University of New York

Rhode Island College
Providence, Rhode Island (1969)
President Joseph F. Kauffman
Rochester Institute of Technology

Rochester, New York (1968)
President Paul A. Miller

Rochester, University of
Rochester, New York (1968)
President W. Allen Wallis

Roosevelt University
Chicago, Illinois (1947)
President Rolf A. Weil

Rutgers, The State University of New Jersey
New Brunswick, N. J. (1946)
President Mason W. Gross

Sacred Heart University
Bridgeport, Connecticut (1970)
President William H. Conley

Saint John's University
Jamaica, New York (1939)
President Joseph T. Cahill, C.M.

Saint Louis University
St. Louis, Missouri (1948)
President Paul C. Reinert, S.J.

Saint Peter's College
Jersey City, New Jersey (1969)
President Victor R. Yanitelli, S.J.

Samford University
Birmingham, Alabama (1950)
President Leslie S. Wright

San Diego State College
San Diego, California (1970)
President Malcolm A. Love

South Alabama, University of
Mobile, Alabama (1969)
President Frederick P. Whiddon

South Florida, University of
Tampa, Florida (1966)
President John S. Allen

Southern California, University of
Los Angeles, California (1930)
President Norman H. Topping

Southern Illinois University
Carbondale, Illinois (1958)
President Delyte W. Morris

Southern Methodist University
Dallas, Texas (1952)
President Willis Tate

Southern Mississippi, University of
Hattiesburg, Mississippi (1950)
President William D. McCain

Southwestern at Memphis
Memphis, Tennessee (1936)
President William L. Bowden

*State University of New York at Buffalo
Buffalo, New York
Acting President Peter F. Regan

Stevens Institute of Technology
Hoboken, New Jersey (1951)
President Jess H. Davis

Syracuse University
Syracuse, New York (1915)
Chancellor John E. Corbally

Tampa, University of
Tampa, Florida (1952)
President David M. Delo

*Temple University
Philadelphia, Pennsylvania
President Paul Anderson

Tennessee, University of
Knoxville, Tennessee (1970)
President Edward J. Boling

Tennessee, University of at Chattanooga
Chattanooga, Tennessee (1969)
President William H. Masterson

*Toledo, University of
Toledo, Ohio
President William S. Carlson

Tufts University
Medford, Massachusetts (1968)
President Burton C. Hallowell

Tulane University
New Orleans, Louisiana (1954)
President H. E. Longnecker

Tulsa, University of
Tulsa, Oklahoma (1953)
President J. Paschal Twyman

Vanderbilt University
Nashville, Tennessee (1970)
Vice Chancellor R. R. Purdy

Washburn University of Topeka
Topeka, Kansas (1949)
President John W. Henderson

*Washington University
St. Louis, Missouri
Chancellor Thomas H. Eliot

Wayne State University
Detroit, Michigan (1929)
President William Rea Keast

Western New England College
Springfield, Mass. (1969)
President Beaumont A. Herman

Wichita State University
Wichita, Kansas (1927)
President Clark Ahlberg

Wisconsin, University of
Madison, Wisconsin (1960)
President Fred H. Harrington
Chancellor J. Martin Klotsche
(Milwaukee Campus)

Wright Sate University
Dayton, Ohio (1969)
President Brage Golding

Xavier University
Cincinnati, Ohio (1951)
President Paul L. O'Conner, S.J.

Youngstown State University
Youngstown, Ohio (1950)
President A. L. Pugsley

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OFFICERS OF THE ASSOCIATION FOR 1970-71

President:	Lloyd H. Elliott President, The George Washington University
Vice President:	Kirk E. Naylor President, University of Nebraska at Omaha
Secretary-Treasurer:	Robert H. Spiro President, Jacksonville University

OFFICERS OF THE ASSOCIATION FOR 1969-70

President:	Norman A. Parker Chancellor, Chicago Circle Campus University of Illinois
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President Homer R. Jolley, S. J.
Loyola University (New Orleans)

President Philip G. Hoffman
University of Houston

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University of Wisconsin-Milwaukee

Talman W. Van Arsdale, Jr. (1972)
Bradley University

*Lloyd H. Elliott (1973)
George Washington University

*Phillip G. Hoffman (1973)
University of Houston

Harold L. Enarson (1974)
Cleveland State University

Robert H. Spiro (1974)
Jacksonville University

*Appointed by the Executive Committee January 16, 1970.

PROGRAM
Sunday, November 1, 1970

2:00 p.m. — **Registration**: Gazebo, Sheraton Four Ambassadors.

3:00 p.m. — **Bus Tour**: The University of Miami campus and Coral Gables, Florida.

6:00 p.m. — **Reception**: Pan American Room, Sheraton Four Ambassadors.

7:00 p.m. — **Dinner and Evening Session**: Pan American Room, Sheraton Four Ambassadors, Chancellor Norman A. Parker, President of the Association, presiding.

Welcoming Remarks: Henry King Stanford, President, University of Miami.

Special Report: "Alternative Directions for the Future of the Association of Urban Universities." Barry Munitz, Assistant to the President, University of Illinois, Urbana.

Address: Martin D. Jenkins, Director of the Office of Urban Affairs, American Council on Education.

Monday, November 2, 1970

7:30 a.m. — **Registration**: Gazebo, Sheraton Four Ambassadors.

8:00 a.m. — **Group Breakfast Sessions:**

Coordinator of Discussion Topics: Lloyd Elliott, President, The George Washington University.

Group I

Discussion Leader: Henry King Stanford, President, University of Miami.

Recorder: James Baker, Vice President of Public Affairs, Boston University.

Group III

Discussion Leader: Norman P. Auburn, President, University of Akron.

Recorder: Kirk E. Naylor, President, University of Nebraska at Omaha.

Group IV

Discussion Leader: J. Osborn Fuller, President, Fairleigh Dickinson University.

Recorder: James C. Olson, Chancellor, University of Missouri Kansas City.

General Session

10:00 a.m. — **Business Session**: Norman A. Parker, President, presiding.

Introduction of Visitors

Remarks: Edwin T. Carine, Jr., Associate Regional Director, College Entrance Examination Board

Membership Appplications

Report of the Secretary-Treasurer, Robert H. Spiro

Report of Committees

Auditing — Henry King Stanford

Membership — John S. Allen

Nominating — Kirk E. Naylor

Resolutions — Harold L. Enarson

Election of Officers

New Business

11:15 a.m. — **Reports of Recorders on Breakfast Sessions Discussions:**

James Baker

Kirk E. Naylor

J. Osborn Fuller

Discussion

12:15 p.m. — Pan American Room, Sheraton Four Ambassadors, Norman A. Parker, President, presiding.

Address: Norman A. Parker, Chancellor, University of Illinois, Chicago Circle Campus, and President of the Association.

2:15 p.m. — **Adjournment**.

SUMMARY OF PROCEEDINGS

DINNER AND EVENING SESSION

Sunday, November 1, 1970

The first session of the 56th annual meeting of the Association of Urban Universities was held in the Pan American Room of the Sheraton Four Ambassadors Hotel, Miami, Florida. The meeting was called to order at 7:00 p.m., Sunday, November 1, 1970, by Chancellor Norman A. Parker, President of the Association, presiding.

Chancellor Norman A. Parker: I don't mean to interrupt any of you who are finishing your dessert. I think that you should continue. Perhaps I can move into the evening's program, however, as you do finish your dessert and coffee.

I'd like to identify those at the head table this evening who are not participating particularly in the evening's program. I will start at my left with Dr. Spiro, President of Jacksonville University and Secretary-Treasurer of the Association; Mrs. Barry Munitz; Dr. Lloyd Elliott, President of George Washington University, Vice President of the Association of Urban Universities; Mrs. Parker; Mrs. Henry King Stanford; Mrs. Martin Jenkins; Mrs. Lloyd Elliott; and Mrs. Robert Spiro. I think we can all give them a hand. *(Applause)* Thank you.

There are a number of guests here this evening. I will not attempt to identify you or to ask you to stand. I wish to bid you welcome and as I was prompted by our genial Secretary-Treasurer to express our appreciation to you for interrupting your busy schedules and coming down here to Miami at this time of the year. *(Laughter)* The welcome this evening will be given by our genial host, President Henry King Stanford of the University of Miami, our host institution. President Stanford. *(Applause)*

President Henry King Stanford: Mrs. Stanford and my colleagues of the university join me in extending to all of you a most cordial and enthusiastic welcome. We are glad to have you in our fair clime. As a matter of fact, President Spiro on September 23rd committed me to provide you with balmy, sunny weather. Well? *(Applause)* The elements have been kind to us, and I look for kindness wherever I can find it these days. I'll have you know that the United States Weather Bureau occupies two floors of our computing center building on the main campus in Coral Gables, and we just told the Weather Bureau that if these days were not pleasant we were going to evict them.

The University of Miami, which some of you saw this afternoon in its main quarters at Coral Gables, is a phenomenal institution in many ways. I like to think that the university's history is comparable to that of the human life cycle. (I use this figure of speech on many occasions.) We were chartered in 1925 at a time when enthusiastic backers had pledged more than $10 million to the original endowment of the university. One year later those pledges were worth nothing, as they had evaporated with real estate values in Coral Gables. We had, therefore, a very precarious infancy.

The university had an undernourished childhood. The chairman of the board of trustees, who was then chairman of the executive committee, in about 1950 hocked the library books to get enough money to meet the faculty payroll. The first president borrowed on a life insurance policy to get some cash with which to keeps things running — that ought to bring him a citation from the AAUP, albeit posthumously now, unfortunately. *(Laughter)*

We had a boisterous adolescence. Sometimes this marvelous climate spills off on our reputation. *The Saturday Evening Post* did an article on us in which they suggested that maybe we were "Suntan U." The article itself — the contents — if you stopped to read it, indicated an intellectual verve, but the models who were posed under the palm trees on our campus revealed something else to the imagination of the reader.

And now I think we are well into academic maturity. I like those phrases of "precarious infancy, undernourished childhood, boisterous adolescence, academic maturity" so much that I have recited them on any and every occasion. And one of those occasions was the time when the distinguished anthropologist Margaret Meade was sitting next to me at the head table and I went through those little phrases that I have just mentioned to you — "precarious infancy, undernourished childhood, boisterous adolescence, academic maturity" — and Dr. Meade turned to me and said, "And then?" *(Laughter)* Well, we are going to avoid institutional senility if I have anything to do with it. We're going to keep the lines open.

We have more than just one main campus. I suppose there are three main campuses. I call the main campus the place where my office is. There is a campus on Virginia Key, which is the island between the mainland and Key Biscayne, which has achieved a kind of fame in recent years. I encourage you to look at the School of Marine Sciences as you go across. It is really the School af Marine and Atmospheric Sciences. We have a downtown medical center which has made great progress; we have a campus on Pigeon Key, on the way to Key West. There are other sites — we have a location in Bimini, and we have a Continuing Education Center on 27th

Avenue. And so it's a vast, sprawling, urban comp'ex. We are urban in location, urban in interest as we seek to mobilize the expertise of this great university to bear upon the problems of the community around us, yet we are not urban in another way. More than eighty percent of our freshman class this year comes from outside the state of Florida. So we are not a commuter campus; we are primarily a residential campus.

I want to take special note of the fact that one of our alumnae is in the room — Mrs. Klotsche, the wife of the Chancellor of the University of Wisconsin in Milwaukee — and we are proud to claim her. And I want to say a special word of appreciation to Dr. M. Robert Allen, who is Dean of the Division of Continuing Education, who has had the responsibility for arranging the mechanics of the meeting after he received appropriate instructions from President Spiro, and Mr. Alan Dana, who is conference coordinator within the division headed by Dean Allen. Bob, would you stand up, please. Dean Allen. *(Applause)* And is Alan Dana in the room? He is the hirsute creature who conducted the tour on one of the buses — a fine fellow.

We are glad to have all of you here. We hope you enjoy this occasion as much as we have enjoyed preparing for your coming. Thank you. *(Applause)*

Chancellor Parker: Those who were here, not here in Miami but who attended the 1969 meeting of the Association in Akron, will recall that at the final meeting the resolution was passed which directed the Association to conduct during this year a study of the future of this Association and various ideas for expanding its usefullness, and its membership, and of its various other contributions. During this year I attempted to appoint a committee to do this job, and meeting with no success, the executive committee of the organization, composed of the three officers here is evening, decided that we would lean on the expertise of as many of the past presidents of the Association as we could dragoon into service. This technique worked very well. It was necessary, however, to have some expert staff help, and the next speaker whom I will introduce in a moment has been a key to that staff help.

You will recall that each institution received a questionnaire, and I think the response to that, which Mr. Munitz will tell you about, has been very good. From this questionnaire we determined a number of things, which he will tell you about.

I should say that those members of the Association wo have had an integral part in moving us toward —- if we have any conclusions,

which we have not, I guess; we have some alternatives to present to the membership tonight and to talk about tomorrow . . . But they include former presidents Martin Klotsche of the University of Wisconsin at Milwaukee; Philip Hoffman, President of the University of Houston; Tom Van Arsdale, Bradley University; Norman Auburn of the University of Akron. Several others have from time to time made contributions, but I would recognize the time and thought that these gentlemen have put in on this.

Now, a word about Barry Munitz. He is a young man who is really steeped in the tradition of the urban experience first-hand, being born in New York City and having gone through the New York City schools. He holds a Ph.D. from Princeton. He taught a number of years at the University of California at Berkeley before becoming assistant to Clark Kerr, whom he served for two years on the staff of the Carnegie Commission on Higher Education. His particular duties in this responsibility were to draft a special report on equal opportunity and to coordinate the commission's research on student and urban affairs.

During the past year he has been in the office of the president of the University of Illinois, President David Henry, formerly a very active man in this Association. He has served as secretary of the University Council on Urban Programs and as the university equal opportunity officer and general trouble shooter. So we are, at least I speak for myself and I am sure those of us who have come to know him, deeply grateful that Barry was able to take the time and devote his competence to the difficult problem of trying to put together on a report on the alternative directions for the future of the Association of Urban Universities. Barry. *(Applause)*

Dr. Barry Munitz: Thank you, Mr. Chancellor. I just heard some words from our gracious host about the life cycle of one university. I'd like to talk briefly about the life cycle of an association of universities. I first bear very warm greetings to you from Dave Henry, who would have loved very much to be here. He is, as many of you know, in his last year at Illinois, and struggling at the moment with the Chancellor to straighten out some misconceptions that our state board of higher education has about the future of public higher education in Illinois, and so sends his, I repeat, very warm greetings to you, and hopes in fact that perhaps at the next meeting which I think, Norm, will be in Chicago, he might share personally some of these remarks.

Again I'd like to talk briefly, because these are your decisions, and your thoughts, and your observations. I'd like first to share some insights with you from that questionnaire, second to talk a

bit about the basic issues before the group, and third to suggest from our own thoughts, and that is that small group who have talked a bit about this, what some alternative directions might be for the future of the Association of Urban Universities — and I should note here that I think after reading the questionnaire that it is really an Association of urban *institutions.* Whatever meaning we would give to the word "university," there certainly was a diverse one reflected in that questionnaire.) — and what the implications are generally of each of those alternatives.

Now I need not rehearse for you the growth of urban concerns as related to higher education. The Urban Institute Directory of University Urban Research Centers lists over 120 institutions which have at least one and often several administrative units related to urban affairs, an additional forty-five units about which they have name but no more information, nine cities at the moment which have experimental urban observatories, fifty-one campuses in twenty-five states which are cooperating with the program of the Community Service Centers in terms of extension and community affairs.

Now what I would like to do first is to run through with you some of the highlights of that questionnaire and to repeat some of the basic questions in it. We sent questionnaires to 105 institutions and received responses from about half. However, one-third of all the institutions to whom we sent questionnaires either had new presidents or presidents about to retire, which tells you something both about urban affairs, the Association, and higher education in general. Some of those people did send back responses but filled out only Part I, which as you remember was an institutional profile, but not Part II which talked a bit about the role of the Association and the structure itself. Of those, seventeen were public institutions, thirty-two were private, and of those thirty-two approximately one-third had some religious affiliation.

The enrollments of the institutions that responded ranged from 1,000 to 21,000; the graduate enrollment ranged from zero to 10,000 or beyond; the population of the city in which the campus was located ranged from 50,000 to Chicago and New York City; the percentage of the student body within a twenty-five mile radius ranged from twenty percent to ninety percent. So you begin to see, already, what I think are the roots of some of the problems that caused that resolution last year to evolve.

Then, the most interesting question on Part I: Why do you consider your college or university an urban institution? And let me just list for you some of the responses: location; commuting stu-

dents; serving educationally disadvantaged students; serving part-time or continuing students; public service in urban-related affairs; curricular orientation, that is course work directed toward urban problems; faculty members who were selected because they had some expertise in the area of urban affairs; special urban constituency; the notion of the city serving as a laboratory for that particular institution; and a general commitment to the city. So as we moved into Part II we had quite a variety of self-definitions, and that variety runs all the way through each of these alternatives and every conversation that we had. We always started with, "What is an urban institution?" We then passed on the grounds that we wouldn't try to answer it until we had talked about everything else, then when we came back to it we passed for insufficient time, desire, and energy and have yet to really resolve that question that lies before you, as you will see, in each alternative that we can discuss.

Within the second part the first question that really directly concerns us is: "Are you satisfied with the services and with the role of the Association of Urban Universities?" A bit less than half of the responding institutions said that they were not, *qualified* in many cases by what the potential was as they saw it. If you waived for a minute the question of financial resources, you could envision a potential for the Association which you could *not* if you took that question of finances into account. Nonetheless, less than half said "No."

We then moved on to talk a bit about whether they considered expanding the Association, and the general answer was, "Let's purge those which are not truly urban." In many cases the people then went on to name other institutions in the Association with a great overlap; that is, X said, 'We'd be much better if we didn't have to deal with Y's problem," and Y said "I think we could move forward if we didn't also have to have X's problems in there" Again, a question of definition.

The question about the administrative organization: "Do you want a full-time staff?" . . . and here was a basic split. Many felt that the only way to achieve what they saw as the desired objectives of the Association was to move into a full-time staff, but admitted that that involved financing which was almost prohibitive. Others said that they valued very much the atmosphere of the present meeting and the services that it provided for them would not like to move into a professional staff located in Washington or elsewhere. (We will pick up on that as we talk about it). One interesting note was the question on the role of delegate's wives in the program. It was very clear what kinds of propogandizing had been

going on in president's homes over the last couple of years. The answers ranged from "They'll do whatever we tell them to do" (it wasn't exactly that language but that's what it said) to "I think we ought to have them tell us what they want to do, and then we'll do whatever that is." Most of the answers ranged in between, which I summarized as, "Those who wish to attend should be polled concerning the most effective method for helping them learn about and respond to the unique problems they face." And that's something that we might think a bit about.

And then the transition to these alternatives: "What specific role might the Association play in meeting the particular urban-related challenges confronting your institution?" And here was where we really got into that question of an association of urban institutions, with a tremendous variety of educational functions, as you can see just by the breakdown of enrollment. But let me list to you what some of the basic objectives were as we culled all of the questionnaires: an information and program clearinghouse; a function-defining association, that is some place to which you could go to clarify your own context as you begin to define what an urban-related institution was within your given university or college; third, something which could represent a formal contact with urban-related agencies, non-institutional agencies and governmental department; fourth, someone that could identify expertise in a given area and then encourage institutional cooperation towards a specific problem; fifth, some body which would assemble data and assist in the presentation of an administrative head to his board or community group or student, faculty, whatever; sixth, a group that would provide leadership in developing new approaches to urban problems; seventh, a group that would organize task forces around specific problems; and then some group that would provide consultant services and assist in public education functions. Naturally some of these overlap, but this will give you a sense of what the range is.

Now, we move then to talking a bit about what the basic questions are. And as you can see they revolve around definition both of urban institution and of your own institutions; resources — what do you put into the institution against what do you expect to get out of it; the possibility of dividing the group among different types, for example, undergraduate education or a research-focused urban institution; and then to talk about all of these alternatives in the light of the evolution of the Association itself.

In talking to some of you, particularly that group that Chancellor Parker mentioned in talking to President Henry, you get the sense that the Association, which has been in existence for a relatively

long time, which is concerned about urban problems, is feeling some degree of frustration as they realize that as urban-related problems have taken a greater and greater portion of their time the service of the Association to the institution has had less and less of an impact, and that at the very moment when urban relation between the campus and the city is at a crisis stage, the Association is feeling, or some members of the Association are feeling, an impotence in terms of the service they get from that Association. The crucial issue probably is the service of the Association to the institution, and in that frame I'd like to suggest six different patterns — again with some overlap — and talk briefly about each one and then move on to your own discussion.

One would be the establishment of a Washington office with a professional staff. Who in Washington at the moment talks for higher education and urban affairs? Where is the visible focus of urban institutions in this country? Do you want a politically-oriented office aimed at promoting the general directions and interests of higher education as it relates to urban affairs and projecting a general format for broadened and strengthened service activies? Yet (and to each I will add a "yet"), is your need really more for some substantive services than for what we will call lobbying, although we all know we are not to say "lobbying"? Does it require a clearer definition of urban institutions' common objectives, the role of the urban institution in society, before you move into that kind of office? Is there a potential conflict in that move with other Washington-based higher education associations just at the time where those of you who were at the American Council meeting heard what has been oft-repeated, that is the allegation that higher education's representation in Washington is dangerously fragmented as it stands. And, fourth, the money. As we have talked just in the very seed nature of this idea, you are talking about close to $100,000 a year as the minimum to have a staff Washington office to serve the functions that those who suggested it would like to have. Is the money available from inside, from outside, from foundations, etc.?

Now, second alternative: rather than a lobbying-oriented central group, do you want what, in effect, would be federal institute of urban affairs? I think many of the responses called for what the service would be in its ideal nature, a telephone that sat on each of your desks that in some crucial moment, be it housing, or community-related organization, or teen-age gangs, or a center for urban studies, you could pick up the phone and hear immediately what research was going on elsewhere, who was available to come to your campus for help, where you could look for material on what has been tried in that area and has failed, what has succeeded, and why? This would not necessarily, obviously, have to be in Washing-

ton. It would be more than a lobby, it would need the same if not even more resources in terms of personnel and thus finances, it could serve as a clearinghouse, as a consortia, as a publications-exchange base. It might be something which would encourage foundation support more than another lobbying group would. It would have a potential conflict with major urban centers in institutions at the moment, or a group like the Urban Institute, and would really question what the role of the Association of Urban Universities would be in that Institute. Would it be its founding and continuing supporter, would it be one body that made use of it, would it be in fact part of the Association?

Now, let's try a third possibility, and that is to alter somewhat the nature of the representation to the meeting. What if, as a slightly less aggressive change than those first two, you expanded those attending to include the executive officer at your institution most directly concerned with urban affairs — be he vice president, director of the institute of urban affairs, whatever — and turned the meeting more into a workshop-oriented, problem-solving session where president and his own urban affairs expert join with others of similar *ex-officio* status to solve a particular problem? Yet, would the presidents stop coming over time and consider the urban affairs expert their delegate to the Association? Would you lose some of the president's club atmosphere in both the good and bad of that sense of the present Association? Would you attract more of what we will call the high selective nationally prestigious institutions, most of which that were and are members of this Association did not answer our questionnaire. The few who did, with two exceptions, said, "We know there's the Association, we're in it; we can't find anyone who has been to a meeting lately and so we can't answer Part II. Could the Association be an umbrella for those groups which are already representing those urban affairs experts — as we talked about, and I think one was the directors of the institutes of government, there are several others, environmental planners — could the Association of Urban Universities be the umbrella for all of those groups?

Now let's try a fourth, and that is to stay as you are at the moment, to protect the assets and the history and tradition of the Association, to somehow preserve what one of the members here called "the refreshing departure from daily life" that this yearly meeting represents, to exchange information, to have off-the-record discussions, to have the rather unique breakfast sessions, mutual guidance, group therapy — I support all those things that it serves as. The "yet," in this area first and foremost, obviously, is the dissatisfaction represented by last year's resolution and in the questionnaires. Second, will, if you continue this way, the increased

time and pressures on each of you and the fragmented interest gradually disintegrate the structure and leave you with an increasing concern and frustration, and would it in fact taper into non-existence within the next couple of years if it stayed as as it was? Now I understand that over the past the last twenty years there have been other meetings like this where someone has said we've got to restructure the Association, we've got to change the focus of it — there's been a lot of discussion, similar investigations of institutions, and by and large it's gone along and it didn't taper into non-existence, and we've got to face that.

Fifth is really the extension of that, and that is to close up shop — to say the change in the meaning of urban and campus and community has been so gross in the last years that the Association has outlived its usefulness, that even as limited as the dues are the money could be put elsewhere as could your time and energies (albeit coming to Miami at this time of year), that there wasn't any central service that the Association provided for the institution. And the "yet" here — first, again I think the obvious one that may be helping to preserve the sanity of the president of the institution was a distinct contribution to that institution; second, the services that we've already talked about that the Association does provide and its potenial to change; third, as in all areas of academia, I suppose, the real difficulty, with the exception of chief administrative officers, of phasing out anything once it's gotten started, and facing the recognition of when a useful purpose is no longer being served; that is, is this even something that can be said and committed.

And sixth is an examination of other existing associations and conglomerates, and really this is just an introduction, although I'm sure the Chancellor will have another, to the major speech of the evening, to hear from Dr. Jenkins reminding you that the Association of Urban Universities was a founding member of the American Council on Education, that it says something both about the Council and about the Association that we know relatively little about that new Office of Urban Affairs which Dr. Jenkins heads. And third that even in this examination feeling a mutual feeling out, the problems of definition and of money remain.

So the issues are really yours to dissect and to discuss. I thank you sincerely, for both my wife and myself, for this opportunity to meet with you and to hear about the Jacksonville basketball team and fund-raising drive simultaneously. I'm not sure what the format is, Norm, but I would be more than glad to take any questions at this moment or at any other time if you so desire. O.K., fine. Thank you. *(Applause)*

Chancellor Parker: Thank you very much, Barry, for this most

concise and enlightening analysis of the complicated results that you obtained from the questionnaire. I do think that we should not try to discuss these alternatives this evening. I do want to call your attention to the morning sessions, and I'll speak to this a little later on, but the Part II of the questions for discussion at breakfast will refer specifically to this report. I'll get to that a little later on, but I would like to move on at this point to present our speaker of the evening, who has informed me — as you all know, Dr. Jenkins is one of us, having served time for twenty-two years as the President of Morgan State University — and he informed me this evening that he retired voluntarily, and also that he retired prematurely, and these are sometimes unique reasons for a person to leave a college presidency. He is, as you know, taking on a great new responsibility, and this is what he is going to tell us about this evening.

The Office of Urban Affairs, set up in the American Council on Education, offers a great deal to all of us, and all of us are expecting to learn about and to cooperate with it in our urban institutions. And we are particularly interested, Dr. Jenkins, in having your advice and your guidance as we move on to some of the major problems we are facing here in the Association. Dr. Jenkins *(Applause)*

Dr. Martin D. Jenkins: The first sentence in Title I of the Demonstration Cities and Metropolitan Development Act of 1966, which established model cities, is this very significant sentence: "The Congress hereby finds and declares that improving the quality of urban life is the most critical domestic problem facing the nation."

President Parker, thank you for introducing me; I express my appreciation for being invited to participate in your program. When President Stanford was welcoming us I thought of what an astute administrator he is by arranging — or having arranged, coincidentally — a half a page in the Miami paper today reciting how busy he keeps. If you haven't read that, I not only commend it to you, you presidents might take it home and show it to your students, trustees, and other clientele to indicate that you don't have much spare time. I sat by Mrs. Stanford, and I said, "After this schedule when do you see the President?" She said, "Well, I really never see him, except at conventions."

When Lloyd Elliott asked me to participate in this program I asked him if a formal paper was necessary, and he said, "Oh, no indeed. I just want you to tell us about the new program on the American Council on Education." I decided to write a paper anyway, at least a half a one, and at least it will keep me from digressing and may permit you to get out at a reasonable hour.

I'm a pretty unreasonable-hour guy myself. Mrs. Jenkins and I last night had a real long jaunt. We left the hotel at six o'clock and got back at two o'clock this morning; in the interim we went to the dog races, the last show at the Eden Roc, and Mrs. Jenkins won a $2 bet based on the color of the dog, which was black, and I used my more scientific method and lost $4. But I'm going to let you out before two o'clock, although that's my accustomed time of completing activities in Miami.

This talk, then, is an assigned topic, not philosophical — it's the program of the Office of Urban Affairs of the American Council on Education.

It is unnecessary to relate to this group the problems of American cities — and indeed of cities throughout the world. The urban crisis, along with race relations, tops the list of our nation's domestic problems. Alleviation of the urban crisis will require massive effort by the Federal, state, and local governments and by a wide range of institutions and organizations. Certainly, higher education, with its concentration of trained intelligence and other resources, has an important role in this process.

Perhaps all colleges and universities, especially those located in large cities, have in some measure related their programs to urban needs. Few, if any, though have made an optimum response to this problem. There is widespread interest in involvement, but little clear understanding of how this is to be accomplished. The whole approach is so recent, there are few precedents or guidelines. The urban scene is so complex that it is difficult for institutions to define areas of particpation.

It is from this background that the American Council on Education made the decision to give major attention to the involvement of colleges and universities in urban affairs. The Office of Urban Affairs, funded by a grant from the Sloan Foundation, was formally established on September 1 of this year. The primary purpose of the Office of Urban Affairs is to encourage and assist institutions of higher education to relate their programs to urban needs.

The immediate task is to decide how this can best be accomplished. There is a wide range of possibilities, but it is apparent that in light of the limited resources of the Office of Urban Affairs, the program will have to be rigidly delimited. It is my present feeling that most of our effort will be devoted to encouraging other agencies such as the Association of Urban Universities, to get things done.

This description of what I hope can be accomplished, must be

regarded as tentative pending discussion by the president and staff of the American Council and approval of the to-be-organized Committee on Urban Affairs. I do solicit your suggestions.

Each of the following assumptions affects some facet of the program of the Office of Urban Affairs:

— That colleges and universities can and should relate their programs to urban needs;

— That institutions will relate their programs to a wide range of urban and metropolitan problems, including: the disadvantaged, race relations, education, housing, employment, transportation, taxation, ecology, the administration of justice, management, preparation of personnel for urban occupations, preparation of students for urban living;

— That institutions of higher education are elements of a system and consequently their urban programs must involve other colleges and universities, city government agencies, and community groups and organizations;

— That in implementing urban programs, institutions will have relationships with state and Federal government agencies and with foundations;

— That meeting urban needs requires an institution-wide thrust involving faculty, administrators, and students; involving review of institutional objectives; involving revision of curricula and instructional methods; involving reconsideration of what constitutes legitimate research.

George Arnstein and Charles Mosmann, in an unpublished memorandum prepared for the American Council on Education, made this significant comment:

> We see the urban emphasis as a valuable thing in itself, as a means of enriching the learning experiences of students, as a means of broadening the faculty, as a means of involving research in relevant urban and human problems, and as a resource to the community. At the same time we see this as an opportunity for academic reform, to seize on the urban crisis as a vehicle for encouraging colleges to shift from the lecture system to more active involvement, to review and update the curriculum, to improve the reward structure so that urban activities will appeal to the faculty, and to stimulate action research so that it can more nearly hold its own against the prestige and rewards of "pure" research.

I will mention here, almost in outline form and without great detail, some of the things the Office of Urban Affairs hopes to do. I refer to these as elements of the program. I am pretty certain that after appropriate review, there will be considerable change in the pattern and that after experience there will be some changes in emphasis.

I shall now depart from my prepared statement and recite from a memorandum prepared and presented to the president and staff of the American Council on the aspects of the program. Now in reciting this very extensive dream — or shall I say proposal — I recognize that this office, with limited resources, can't do all these things, but I feel that it has in some way to be related to all of them. One is an area of direct services to institutions to encourage colleges and universities to conduct self-studies to ascertain their role in meeting urban needs, to provide consultants. (These are all under direct services to institutions.) We plan to organize a national panel of consultants of about fifty individuals with various specialties, who will be available upon request of institutions to render consultative services in a number of different areas. The director serves as consultant to groups of institutions upon request, but he does not serve as consultant to individual institutions due to limitation of time. The office is assembling and will maintain a central file of institutional urban affairs programs for the benefit of the members of the higher education community who may want to come in the office and examine a description of what is going on in the field.

Then secondly, in the area of cooperation and coordination, the Sloan Foundation, in making the grant to the American Council, expressed the hope that in addition to establishing a separate office, the entire thrust of the American Council through its several commissions would be toward urban involvement. And so now the several commissions of the American Council — some of you are members of some of these commissions — the directors are now examining how they can relate their programs in part, at least, to the urban scene.

There's coordination and cooperation with higher educational organizations. The very first thing this office did was to have a meeting at the Washington-based professional organizations which have some kinds of urban programs. There were twenty-two such organizations present at that meeting, such as the Land Grant Association, the American Medical Association, the law schools, and so on. We expect to have such periodic meetings with the purpose of encouraging organizations, and assisting them where we can, to expand their own urban programs. We've had meetings with the

Council of University Institutes of Urban Affairs, with a number of related organizations which were mentioned in the previous report. There are an amazing number — amazing to me — of related organizations concerned with the urban theme. I run across a new one every day. But this includes such organizations as the National Urban Coalition, the urban institutes, the urban observatories, the regional education laboratory, the Rand Corporation, the U.S. Conference of Mayors, the League of Cities, the National Association of Counties, the Governors Conference, the National Chamber of Commerce, the National Urban League, the metropolitan area centers — all of these must in some way be related to some institutions of higher education. And then there are relationships with foundations.

The third area is meetings, conferences, and workshops — local, regional, and national. It will be a function of this office to encourage associations at their annual, regional, state meetings to include the topic of some aspect of urban affairs. For example, the director of the National Conference of Mayors, John Gunther, is planning to put the topic "University-City Relations" on the next summer's program of the Conference of Mayors. We are going to ask all educational organizations who are members of the American Council — more than three hundred of them — to place this topic on their programs. This is just to create a format, an impetus to encourage universities to participate. We have the promise of the cooperation of the National Urban Coalition, with which all universities located in Urban Coalition cities should be having some relationship, but normally that relationship simply doesn't exist. And then they hope at the office to sponsor some workshops, and I won't go into detail about those.

Perhaps one of the major needs in this whole area is the development of bodies of knowledge, or at least the present state of knowledge, about so many different areas of the urban scene. Just now all of us are thinking a lot about open admissions, but where do we go to find out what are the issues and problems and experiences. Should an institution develop an office of urban affairs? How does an institution with a medical school, or without it, participate in delivery of health care or of legal services? There is very little assembled information on that, which I think must come out in part through workshops.

The fourth of these areas is relationships with the federal government, in which this office provides liaison with the federal government and the higher education community in the area of urban affairs. We have here a tremendously big topic. One office can't possibly discharge this, because in the federal government

we have the White House, the Executive branch, which determines national policy . . . I've had a number of conferences with people in the White House on this . . . And then we have the Congress, of course, with which I've had no relations and probably won't have, since we have a commission in the Council which does this. And then we have the numerous agencies. I spoke in June to FICE, the Federal Interagency Committee on Education. This is composed of about thirty-five members from some thirty-five agencies which have some education programs, and there's a need for somebody to ride herd on these programs, at least to know what they are. And I recognize we can do only a limited amount of that.

And then there's the area of participation in meetings and conferences, of which this is an example—sixty communications and publications . . . Here's a big problem, and I don't know what the answer is. All of us who are presidents receive too much reading material, and yet our institutions — the more than two thousand institutions of higher education in the nation — are going to have to find out what's going on in this area of urban affairs. There's no comprehensive newsletter, although there are a few newsletters such as the one of your organization. I'm not sure the newsletter is the way to do it, and yet somehow, and this was mentioned by the pervious speaker, the institutions have to know what's going on — what are the issues, what are the problems, and what are the developments.

The next area is that of research, which should be an important function of the Office of Urban Affairs and probably more in the matter of encouraging other people to get research done.

And so these are the areas in which this office hopes to make some contribution. Again I wish to say that this is tentative and, of course, will have to be established in a much tighter way, seeing what we are going to give the greatest priority.

Now what are some major problems?

In developing urban programs, institutions of higher education face numerous problems — each institution, of course, has its own pattern. I will not attempt here to mention all the problems. There are three, though, which are basic and which in varying degrees, are faced by all colleges and universities:

1. How can the university develop the *will* to adapt its program to urban needs?

   Effective involvement in the urban scene may result in fundamental changes in viewpoints and programs. Does the university

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really have as an objective, improving the quality of community (urban) life? Can the university really provide opportunities for urban youth who do not meet current academic standards? Can the university really adopt the view that an important aspect of its education mission is the elimination of racism in American life? Can the university really listen to its urban constituency in the determination of policy and programs? Can the university become really involved in community problems without antagonizing the Establishment or politicizing itself?

2. Who decides the extent of the institution's involvement in urban affairs?

   The university is a "citadel of intellectual individualism" (Richard Hofstadter). Central policy cannot control the behavior and activties of individual faculty members. The president can lead and inspire, but his power of implementation is limited. How can necessary interdisciplinary programs be developed in a rigid departmental structure? How can urban participation and active research be encouraged in light of the traditional and entrenched faculty reward system? How can the "alpha" thinkers be encouraged to devote their talents to consideration of urban problems?

   The following quotation from an interview with the director of an urban program at an unnamed major university illustrates an aspect of this problem:

   > I can't get the faculty to work with me. The senior members of the faculty feel that their problems are more interesting than mine; they already have their research interests and can pursue them through the departmental structure more easily than through me. They say, 'yes, I'll help you if you get a contract,' but they won't event help write a proposal. One problem is that I cannot, by state law, pay them a daily rate to do work for me. They have to do it for nothing, so it doesn't get done. The junior people on the faculty who feel my problems are interesting and would like to help me also realize that applied research doesn't lead to publication, and anything that doesn't lead to publication doesn't lead to advancement in their careers.
   >
   > I can't even get graduate students to work for me until I can offer degrees. Many graduate students are disillusioned with the rat race of the departmental structure, but they are in a box. To accomplish their goals they need the degree, and they get the degree by accepting the depart-

mental structure and working on the kinds of problems the people in that structure consider important.

3. How can the university finance an urban program?
For all institutions are effective urban thrust involves an expansion of current educational programs. In these days of financial crisis for most institutions, both private and public, how is this to be accomplished? What priority does urban involvement have in the hierarchy of university programs? How can the Federal government, the states, and the private sector be persuaded to provide necessary financial support for institutions of higher education if they are to have an effective impact on urban problems?

There are, of course, no universal answers to these basic problems. I do hope, though, that the Office of Urban Affairs can be instrumental in assisting institutions to develop effective solutions.

You are the institutions which must set the pace in urban affairs for all of our nations colleges and universities. Your institutions should have the outstanding and really effective urban programs.

I am not prepared to recommend a program for the Association of Urban Universities—anyway, this would be presumptious. You are a key group in the urban scene, and your Association does have an important role. I think it would be generally agreed, though, that as an organization you have not yet realized your potential.

I ask these things of you as individual institutions:
First, if your university has not already done so, do make the kind of institutional self-study suggested in my Memorandum of August 5 to all college and university presidents.

> Every institution of higher education in the nation ought to give serious and formal consideration to its role in meeting urban needs.

Second, request an appropriate administrative officer to send to the Office of Urban Affairs, if this has not already been done, all available descriptive materials about your institution's involvement in urban affairs.

Third, give me your advice about the program of the Office of Urban Affairs. We exist to serve you!

I am convinced that the involvement of institutions of higher

education in urban affairs will be one of the significant developments of the next decade. The need is imperative, and despite problems and difficulties, it must be met.

There is a danger of expecting too much. Colleges and universities are not going to transform the urban scene. But let it not be said of the higher education community that we set our level of expectations too low. We can make and we must make significant contributions to alleviation of the ills of our cities. *(Applause)*

President Parker: Dr. Jenkins, we are indebted to you for this very informative address, for your guidance, your advice, and your help, and I hope that you will attend some of the breakfast sessions in the morning and make further contributions, as I'm sure you can. Again, let me thank you.

I think that we've had in Dr. Jenkins' address and in Barry Munitz's report a great deal of food for thought presented to us here this evening. And rather than take the time at this particular moment for discussion of these, which I think might be premature, I would hope that you will think on these matters tonight and that you will give serious consideration to these various alternatives that we see, and there may be others, in the morning. I call your attention to the breakfast sessions, and I want to announce that Group 2, which is listed in your program, has been cancelled, that was the group meeting in the Marine Room, inasmuch as it is felt that the other three groups — 1, 3 and 4 — will provide ample space for the attendance that we have. With the group of perhaps fifty to sixty attending meetings tomorrow, it will be helpful that as you do attend the breakfast sessions at 8 o'clock you might try to distribute yourselves more or less equally among the three rooms. There would thus be somewhere between fifteen to twenty at each of these sessions. There will be a chairman, as in the past, to conduct the discussions and a recorder to report on the session at the general meeting following the breakfast sessions.

I also wish to call your attention to the ladies' breakfast in the Embassy Suite on the third floor. Mrs. Henry King Stanford is hostess and Mrs. Parker is discussion leader on the subject of the problems of the wives of institutional heads. Many of you have responded to the invitation to attend this meeting, and if there are any wives here who have not responded I am sure they will be welcome at this meeting.

I believe that the Secretary-Treasurer, President Spiro, has an announcement to make. Bob, do you wish to come?

President Robert H. Spiro: Mr. President, just a couple of quick announcements. I think there are four or five persons in attendance who haven't registered. I'd like to request that each of you register so that we'll have a record of your attendance here, and we request that you do that perhaps after the meeting in the main lobby or in the morning, at your pleasure.

I'd like not to let this delightful evening's program come to an end without recognizing two other people who have had a major role in working for a number of months, more particularly in the last several weeks in planning for this. I'd like to request that my assistant, Miss Marion Jarrell, who is Assistant Secretary-Treasurer of this body, stand for just a moment. *(Applause)* And Mr. George Flowers, who is Director of News Services and Publications in Jacksonville University *(Applause)*, who publishes our **Newsletter** and is recording the sessions and will publish the *Proceedings*. These two fine young people have worked very diligently, and I want to express appreciation on your behalf, and also to say that I'll welcome them back in the service of Jacksonville University later on in the week.

I certainly think we are all deeply indebted, and I'd like, Mr. President, to add my word of appreciation to President and Mrs. Stanford. This newspaper feature today on page C-2 is a very beautiful feature, in which a very wise president, named Henry King Stanford, is quoted at some length from his annual report. It is rather an exemplary annual report, Henry. I read it with great care and interest, and note only one thing with which to find fault, and that is that you indicate that the tenure of presidents is six years. The last figure I saw it's down almost to three, and thus with your tenure of eight years and my tenure of seven, we're becoming seniors here in the State of Florida as the fellows fall by the wayside.

In that connection may I in conclusion, Mr. President, make this comment that several of our distinguished members are themselves retiring after long and distinguished careers, and I would like, with your permission, just to call their names at this evening's session, because so many of the wives and other guests are here. I don't know that I have a complete list. Some of the gentlemen are not here tonight who are retiring. President David Henry of the University of Illinois has been a great national figure as well as regional figure in higher education, and Ray Keast of Wayne State is not able to be with us here, and I understand that he is soon to retire. We do have Dave Delo, who for ten-twelve years has been president of the University of Tampa, and John Allen, founding

president and president for ten years of the University of South Florida, also located in Tampa. Our own president of this Association, Norm Parker, is retiring, and Norm Auburn, who has long been a leader in this Association also, University of Akron, is retiring, and there may be others of us who don't plan to retire but will retire before we meet again. *(Laughter)* But I would like to ask the gentlemen who are present here this evening, and whose names have been cited, if they will stand and let us give them a round of applause. *(Applause)*

Chancellor Parker: Does any other member of the Association have anything to offer for the good of the order before we adjourn? We are adjourned and I hope to see you all at breakfast.

GENERAL AND BUSINESS SESSIONS

Monday, November 2, 1970

Chancellor Parker: The first item of business on our session this morning is the introduction of any guests who may be present. I think we have at least one of two. Mr. Albert Serling of the Educational Testing Service . . . is Mr. Serling here? Will you please be recognized? Thank you.

We were expecting President Charles Perry of Florida International University. Is Mr. Perry here? I guess not.

Are there any other guests who should be recognized at this time? Will you please raise your hands? Thank you very much and welcome.

We will move directly to the first item on the agenda. I present Mr. Edwin T. Carine, Jr., Associate Regional Director of the College Entrance Examination Board, who has a brief message for you. Mr. Carine.

Mr. Edwin T. Carine, Jr.: Thank you, Chancellor Parker. Good morning. With a late start and a long agenda, I have agreed to keep these remarks as brief as possible and try to save some time even within that brief period for some questions if you have them. I've been listening with a great deal of interest in the breakfast session this morning to problems — problems of the Association of Urban Universities. What I'm going to try to describe this morning is a solution to some problems — no panacea, but a solution.

In 1965 with some stimulation from the American Council and with some financial help from Carnegie, the College Entrance Examination Board organized Council on College-Level Examinations, and what that Council has produced is a series of tough, secure achievement examinations based on introductory courses usually found in the undergraduate curriculum. Two types of exams were developed: a general examination—a set of general examinations (five in number) which cover the usual general education requirements in the first two years . . . humanities, English composition, social science-history, math and science — and twenty-eight subject examinations ranging from history of American education to beginning calculus. The support from the Carnegie Corporation to the college-level exam program was renewed for the next couple of years with a strong emphasis from Carnegie that we devote more emphasis in this program — called CLEP (College Level Exam Program) — to

developing candidates, test-takers, rather than new exams, a greater number of instruments, and so on. We are then making a strong effort to communicate the information about this vigorous infant of the College Board and its member colleges to the general public, particularly this year.

Although this infant is stronger at this stage of its development than the advanced placement program was at a similar stage in its development, we have test centers. In fact the majority of the members of this Association house test centers for the administration of the College Level Exams. They are given the third week of each month at sixty-some-odd locations across the country, all in urban centers. Some 3,100 candidates walked in to take the tests over the course of the last academic year. This is without too much communication directly to candidates. In institutional use, testing their own students, either pre-freshman or upperclassmen, or using it as end-of-sophomore-year, GRE, or for institutional research, some 80,000 of these exams were taken last year. The service personnel, through the United States Armed Forces Institute, numbered about 800,000 of these exams administered in the service to personnel since 1966. So there is some great use of this program. But there is resistance on the part of colleges and universities to the underlying idea of the program, and that is knowledge recognized where it can be demonstrated to exist should be recognized and accredited toward the degree.

The commitment of colleges — there are some 500 hundred of them now who have agreed to go along with this idea — is that "if we see an acceptable score on this examination we will credit it toward the baccalaureate degree." The recommendation for performance levels from the Commission on Accreditation of Service Experience of the American Council, and endorsed by ACRO and the Federation of Regional Accrediting Assoications, is that if the student, if the candidate, has scored in the upper three-quarters of the norms based on the students who have completed satisfactorily the appropriate course level, whether it's an introductory course or end-of-sophomore-year, or whatever, then scoring in the upper three-quarters of the national norm should grant the applicant credit toward the degree. We are launching a campaign this year to aggressively communicate this to the general public — through libraries, working with the American Council on Libraries, through national advertising, and the Advertising Council has endorsed CLEP as one of the public-service things that member TV stations and radio stations, and so on can get credit for sponsoring in spot commercials. We are preparing tapes, radio, TV, and advertising materials to commmunicate the idea that if you know some-

thing, if you can demonstrate that you know it on these exams, it doesn't matter how you learned it, or where, or how long it took.

As part of this campaign this year we are going to launch sometime in the next four to six weeks what we call internally, in the College Board Staff, our Urban University Project. We are going to invite a group of urban universities, small in number this first year, to work closely with us in developing the uses of this college level examination program with their communities in the cities. We will work with the institutions to obtain a clear commitment from their faculties to the use of CLEP for credit and to assist them in developing strong implementation of this program.

How does this tie in with some of the problems of the urban institutions? Well, let me give you some examples just quickly. First of all, when you become involved in this project of granting credit by examination you find that your stereotypes of what's a scholar or who's a student must quickly go down the drain. Early on at Roosevelt University in Chicago, one of the early users of this CLEP idea, a set of scores came back for a group of adult students who had taken the Bachelor of Liberal Studies program there. And there were two perfect scores in the humanities. One was expected because it was from a student who fit everybody's stereotype of a scholar — he was a self-made lawyer, Lincolnesque, no bachelor's degree, no law degree, read law, admitted to the bar after his internship as a clerk. No one was surprised that this man scored eight hundred in the humanities section of the CLEP generals. But with the other guy, it was obvious that something had gone wrong with the computers in Princeton because he was an automobile upholsterer. He put seat covers and tops on convertibles. So Roosevelt University sent the exam back and said, "Rework this. Some fuse blew or somebody stepped on the card with golf shoes, or something." And so we hand-scored the thing, and it truly was a perfect score, so we wrote back and said "You'd better talk to this guy because he really knows his stuff." And so they talked to him — visited him in his shop, and found all around the walls of this little automobile upholstery shop, with the big work table and the sewing machine in the middle, the great books. You could find St. John's *Annapolis* or Eliot's *Five-Foot shelf,* or you name it. There they were. And this is what he did waiting for work to come in — one of the best educated men that the dean ever talked to. Now this guy, Fred Kocie is now teaching American literature with a graduate fellowship and working on his Ph.D. Now he had no college, and he didn't fit anybody's stereotype of a scholar, but was identified by this program.

Hercules Porter in Providence, Rhode Island, has an urban edu-

cation center in a black Portugese Reformed Jewish Temple, and he offers in this urban education center courses for anyone who wants to take them. He hands out literature, he does things — gets kids to deliver hand bills and stuff them in mail boxes, and so on, and the curriculum includes the usual kinds of black studies things you find in urban centers, how to seize community power, black history, and so forth, but along with these are introductory courses in sociology, psychology, calculus, too, and when the first group showed up and began taking these college-level courses taught by volunteer faculty from URI, and Brown, and Providence College, and son on, the question came from some of the students, "Can we get credit for this?" Well, to go through procedures to get recognition, accreditation, approvals, and so on, would have been very difficult, particularly for an institution that had no faculty of its own, no endowment, and rented quarters, and so forth. But the College Level Examination Program formed the bridge by which students have been able to get credit at Brown, and at URI, and Providence for the work they have done on these typical college courses, even though they were done without the student meeting the usual admissions requirements, entrance requirements, or so on.

This program, this college level examination program, conceived as a kind of universal gadget or tool, can provide a way of getting you closer to the community, in providing a means for the community to relate more closely to the institution, to recognize courses that are being given by business and industry in your community, to recognize courses that have been thought of as not usually carrying credit. In some of your continuing education branches you have non-credit courses which you give. I know in City Tech in New York, for instance, they have started training building inspectors for the City of New York. These non-credit courses undertaken for the City, and there are career-ladder courses, and so on, that they do. Although most of the material in these courses is not relative to a baccalaureate program, the academic atmosphere, the self-knowledge, and the success that comes out of some of the learnings that go on in these courses leads some individuals to thirst for more academic kinds of training, and the College Level Examination Program provides a way that you can bridge this non-traditional kind of learning and move it in, recognize it, and move these people into higher education.

There is a guy over in New Jersey (and he hasn't actually started this yet, so I don't guess I can say his name or his institution at the moment until the thing becomes public) who has planned to identify in middle management, in government work, in social work, a whole population of black and minority people — Puerto Ricans

and blacks — who ten years ago did not have the kind of opportunity to enter higher education than even exists today. And this mis-generation, some of them now with responsible jobs in management, will be admitted to a baccalaureate program at the upper division level, and they will begin immediately to work in their major field in their upper two years, whether it be in business administration, or psychology, or sociology, or what-have-you. And somewhere in the course of this process, before they become candidates for the bachelor's degree, they will take the college-level general battery and meet their general education requirements, usually found in in the first two years of study by that particular short cut. A great opportunity and a giant step toward a degree for part of a whole population that had nothing like the kind of open door to college that exists for an eighteen-year-old minority student graduating from high school today.

Think about a way of bridging from non-traditional kind of learning, self-learning, what-have-you, to a regular academic program, and think of how this kind of thing could be used in programs that are afoot in your own institutions, and then if you are interested we are going to invite some of you, through letters from the College Board, from Jack Arbalino, the Director of the College Level Examination Program, to work with us in this urban universities project with CLEP during the next year. But if some of you are interested and would like to raise your hand to volunteer, you can write either to me at our new address (we're moving in a week), 888 Seventh Avenue, New York City, College Entrance Examination Board, and we would be very glad to make the facilities of the College Board staff available to help you in making use of the program, developing ways to implement it, helping you convince the faculty that it is possible for someone to have learned something even though they didn't take the course in his particular classroom.

If we have a minute or two for questions I'll try to answer them. If I don't have the answer perhaps my colleague, Al Serling, can assist.

President Spiro: Can you give us some idea of the rate of growth? You mentioned 80,000 tests last year . . .

Mr. Carine: Yes, well, we're mainly interested in the work at the test centers, and these are the places where our non-traditional people, our underground scholars, can walk in and demonstrate their ability. They had from 68-69 to 69-70 about a forty-four percent rate of growth. We're still talking in small numbers at each particular center — two hundred at one administration, one hun-

dred here . . . Our numbers have grown, and our last administration, what was it, Al? Four hundred and eighty. This is the largest single . . . that was last month, in October, at the national test centers.

One of the great projects — there are a couple of interesting projects — one of the great ones is that we are now working in St. Louis, primarily because of a great gal by the name of Margaret Feagin. She's taken this idea, which we have considered as primarily an urban kind of idea, that there are all kinds of courses going on, all kinds of learning going on, that are not housed in the halls of academe. Margaret Feagin has taken a trailer out into the byroads and highways of Missouri and has tested adult women and found, again, these underground kinds of scholars and offered them through the College-Level Examination Program an opportunity to move into higher education. Adult women . . . this is a great area for the use of this program and for bringing people into higher education at the appropriate level.

Just to give you . . . I'm going to throw out a couple of things. For instance, a dean at a branch of NYU was scrounging for more scholarship funds to compete for topnotch students. Well, by testing all the freshmen on the college level general battery, he will find some population of those freshmen for whom he can give credit for the whole freshman year and add to his scholarship funds and reduce the cost of that kid's bachelor's degree by $4,000 without anything out of his pocket. Dr. Luscomb, who is head of the history department at Newark State, is under the kind of pressures some of you may recognize. They have increased his freshman class but haven't allowed him to add to his faculty. Western civilization is a required course. Everybody in the whole history department is getting sick and tired of teaching western civilization. We have a CLEP subject exam in western civilization. If he gives the entering freshman a test, he finds that about five percent already know as much western civilization as kids who have taken his course and successfully completed it, so he can give them credit for the course, free some of his faculty to teach an advanced history course, and move these kids into an appropriate level of challenge instead of making them take western civilization all over again when they have demonstrated, when they can demonstrate, that they know. So, space and time, the two essential things that have such great limits for you today, can be amplified by recognizing knowledge on the part of even the entering freshman population, giving them the credit and moving them in. It may also have the effect, and American University has had some experience in this over the years . . . it may also have the effect of challenging fresh-

men enough, if you grant them credit for the appropriate beginning courses, based on their performances in these exams, to keep them out of mischief, to keep them busy enough that they don't have time to sit in quite as much in the administration building.

There are all kinds of ways you can take this. You can develop an entirely new adult curriculum around recognizing with a secure set of tough college-level achievement exams; you can develop new approaches to both your regular undergraduate curriculum or your adult curriculum; save space, save time . . . Most of all, in an academically sound way, recognize talent and learning where it exists and move people on toward a degree.

We'll help you with ways and means. We have staff who will come in and try to infect your faculty with some of the zeal that we have on the program. I think that's why we call it CLEP. We have been doing a great deal of spreading this particular disease. Give us the chance and we'll try on your campus too. *(Applause)*

Chancellor Parker: Thank you very much, Mr. Carine, for pointing out another dimension of possible service and relationships between our institutions and our communities. This is indeed a fine idea. My own institution has taken full advantage of this for a number of years, and I know we have found it to be a very effective device.

I should like at this time to call on the Secretary-Treasurer, President Robert Spiro, to give us a report on our membership applications and the report of the Secretary-Treasurer. Or do you wish, President Allen? All right. Will this also constitute the report of your committee?

President John Allen: Yes.

Chancellor Parker: All right. Thank you.

President Allen: This will be the report of the Membership Committee, which has been active during this past year.

We have thirteen new member institutions to recommend to you. This will be about an eleven percent increase in our total membership, and I present these names: Adelphi University, Garden City, Long Island, Charles Vevier, President; University of Delaware at Newark, Delaware, John Shirley, Provost and Vice President for Academic Affairs I believe is here; Fairfield University, Fairfield, Connecticut, William J. McInnes, S.J. is President, and he suggests

that Father Conley of Sacred Heart represent him here today. (By the way, it has been customary for presidents to be here for this occasion. This is a time often when presidents cannot get away for such a meeting, and I find that it is not a requirement of this Association, it has been a custom, so our committee would like to recommend that these institutions be taken into membership as they have paid their dues and met all the requirements.)

Indiana State University, Terre Haute, Alan Rankin, President, is here. President Rankin, would you identify yourself? Thank you. Jersey City State College from New Jersey, William Liggitt, Executive Vice President, I believe is here. No? We missed him. LaSalle College in Philadelphia, Brother Joseph Burke is here. Manhattan College in the Bronx; Brother Gregory Nugent is president, and he called me the other day to say that he was in a desperate situation and could not come, so I think we might understand this.

Some of these are colleges, and this is called the Association of Urban Universities. I happen to know about Manhattan College from my days with the New York Board of Regents. It's chartered by the Board of Regents under the name of Manhattan College, but over the years it has grown in size and stature. It has programs in liberal arts, and education, and business administration, and engineering, and a significant graduate program. It would be a university in any definition that you would want to give for it. It has several thousand students. They just haven't bothered to change their name from college to university because they are known well by that name.

New Haven College in Connecticut, Marvin Peterson. Is he here?

President Spiro: We had a letter from him saying he couldn't come. They are changing their name to "university."

President Allen: All right. Oh yes, his letter said that they have changed their name, in the meantime, to the University of New Haven instead of New Haven College.

Ohio State University, James A. Robinson, Provost and Vice President. Is he here? We had hoped he would be here. Sacred Heart University in Bridgeport, Connecticut, William Conley, President. Here he is. Thank you, Mr. Conley. San Diego State from San Diego, California, Malcolm Love, President. Here he is. University of Tennessee, Knoxville, Edward Boling, President. Here he is. And Vanderbilt University in Nashville, R. R. Purdy, Senior Vice Chancellor. Here he is. Mr. President, on behalf of the committee,

we recommended the acceptance of these institutions into the Association.

Chancellor Parker: You have heard the recommendation. Is there a second?

Unidentified Delegate: I second . . .

Chancellor Parker: You have heard the motion. Is there any discussion? Those in favor of the recommendation, then, say "Aye."

The Delegates: Aye.

Chancellor Parker: Opposed, "Nay." We are very happy indeed, then, to welcome these new members of the Association of Urban Universities, and we will hope that the officers, many of whom have written in and said they had last-minute things to come up, will be able to attend our subsequent meetings.

The report of the Secretary-Treasurer is next on the schedule. President Spiro.

President Spiro: Mr. President, and ladies and gentlemen, it is a pleasure to give you a brief report this year of the activities of the Association. I'd like to take this moment, especially in view of the fact that we have thirteen new members, to call attention to the historical introduction which is printed in the summary of the Proceedings. Each year we make a transcript of the sessions, and these are very ably transcribed and recorded accurately for your information.

The Association of Urban Universities was founded as a result of a conference "of all municipal universities and oher universities in cities interested in service of their communities," held in connection with the annual meeting of the National Association of State Universities at Washington, D.C., November 9-10, 1914. On November 11, 1914 the permanent organization of the Association of Urban Universities was formed.

The Association promotes the study of problems of particular interest to urban universities, including adult education, community service, and university extension.

Meetings were held subsequent to that Washington founding in Cincinnati, New York, Pittsburgh, Boston, Philadelphia, and on through the years. I believe this is the first time that the Association

of Urban Universities has met in the Southeast. Some years ago I think we met in New Orleans. We have met in Houston, several times in Louisville, and other places, but this is our first venture into the Southeast. Perhaps this is indicative of the fact that Florida, which has been a rural state, until the last twenty years is now the eighth state in population and has a growing number of cities and urban universities. The South, as well as the rest of the country is participating in this urbanization. You and I are deeply concerned about it, and we have been wrestling with the issues relating to a definition of urban institutions. And we have discussed in various sessions, even today, some of our problems, some of our roles, and the means by which we may seek the resolution of some of our problems.

Last year fifty-seven of our 107 member institutions were represented — fifty-seven in Akron. The total registration last year was seventy-seven. Two resignations have occurred during the year — Union College and Canisius College — and in the correspondence we had with these institutions we learned that financial reasons were responsible for the discontinuation of their membership. As reported by President John Allen, thirteen new institutions have joined the Association.

I suggested a year ago that we seek to set a goal of 150 members by 1972. Through the good work of Dr. Allen and his committee, and our office in Jacksonville has sought to assist as vigoriously as we can, we have increased our membership now to 120. Possibly by next year we can have that additional thirty and bring the number up to 150.

This year we have had a registration of thirty-two delegates, and, Mr. President, I would like to add that there are twenty-two presidents and/or chancellors here today. The total registration, with thirty-two official delegates, is sixty-eight. I would like, at this time, to say that we had four certain registrations and these persons have not come by officially to register; I wonder if perchance we have omitted them inadvertently. I refer to Chancellor John S. Rindelman Southern Illinois. Is he here? The Rev. Henry R. Berkinhaur, S.J., John Carroll University. Edward Palmer, the Assistant Director of the College Entrance Examination Board. We were hoping he could come. And Charles E. Perry of the proposed new Florida International University here. He was hoping to come, and we had written to him in that regard.

I would like to make a brief financial report to you. We are to hear from the auditing committee, I believe, later. You will be given

a mimeographed copy of the statement of receipts and disbursements for the year ending 31 October 1970. The balance a year ago on the 1st of November was $4,118.31, and due to good management the balance today is $5,455.74. Receipts last year were $8,065.01, total credits $12,183.32, and our disbursements during the year have been $6,727.58, leaving that balance previously mentioned, $5,455.74. So we are pleased that the institution is solvent.

In conclusion, Mr. Chairman, I would like to add my word of appreciation to President Henry King Stanford, and to Dean Allen, Mr. Dana, of the University of Miami. They have been most thoughtful and gracious and foresighted in assisting in the arrangements for this meeting. We appreciate the bus tour, the reception and occasion last night, and their many courtesies. Again I'd like to thank publicly my assistant, Miss Marion Jarrell, who has worked very diligently on this meeting. Even though it is a small meeting relatively, there are certain things that have to be done for any meeting of any size, and she has been most efficient in this respect. And Mr. George Flowers, who is Director of News Services and Publications in Jacksonville University, spends a good deal of his time receiving and reviewing your reports as they come from your news bureaus, and sifting through them and editing the Newsletter, and then he is here today and will produce a summary of the proceedings of this meeting.

Mr. Chairman, before I sit down I will be happy to seek to respond to any questions anyone may wish to pose.

Chancellor Parker: I have one. Where did the one cent come from? *(Laughter)*

President Spiro: I don't believe I can answer that question. I suppose it is — it's probably interest on our income. Of course, I do have other duties and am not able to give to the organization the time that we have been discussing that we might have should we have a national executive secretary, and I'm not an executive secretary of this organization; but it does take a good deal of time, as Tom Van Arsdale and Norman Auburn and other of my predecessors in office know, and we are devoted to the organization and hope that we may see our way clearly into the future in a manner that will be satisfying to all of us. Thank you.

Chancellor Parker: Thank you very much, Bob. I'll move on to other committee reports. The Auditing Committee, President Henry King Stanford.

President Stanford: Mr. President, I was joined in the responsi-

bility of the Auditing Committee by President David Delo of the University of Tampa, and Vice Chancellor William R. Hamilton, Jr., of the University of Massachusetts, who was substituting for Chancellor F. L. Broderick.

We examined the books of the Association last evening, paid careful attention to the statement of receipts and disbursements, and reached the tentative conclusion that President Spiro is having more success in operating the financial affairs of this Association than he is his own institution. We note that he expended only fifty-five percent of the monies available to him for expenditure, a record that could hardly be matched in the conduct of Jacksonville University or the University of Miami, and that if you exclude the balance which he inherited he expended only eighty-three percent of the funds available to him, having increased the balance, as he reported, from $4,118 to $5,455. Congratulations, Secretary-Treasurer. We did look carefully, reasonably so, into the supporting documents, the ledger, receipts, and we conclude that a very honest job has been done by Miss Jarrell and President Spiro. Thank you. *(Applause)*

Chancellor Parker: That's very good. It's a real pleasure to have a part in an organizatin that is not only solvent but is improving its solvency in these days.

I shall call next on the Resolutions Committee, President Enarson.

President Harold L. Enarson: Mr. President, our committee — myself, Martin Klotsche, and Phil Hoffman — drafted in the early light of the dawn these four resolutions:

> WHEREAS, the University of Miami arranged for a courtesy tour of its most attractive campus, and
>
> WHEREAS, President and Mrs. Henry King Stanford generously served as hosts for a most enjoyable reception, and
>
> WHEREAS, Mrs. Henry King Stanford graciously served as hostess for a special ladies breakfast for those attending the 56th annual meeting of the Association of Urban Universities,
>
> NOW, THEREFORE, BE IT RESOLVED that the Association expresses its great appreciation to the University of Miami and to President and Mrs. Henry King Stanford for the many courtesies extended to all those attending this the fifty-sixth meeting of the Association.

The second resolution is as follows:

WHEREAS, the officers of the Association, Chancellor Norman Parker, President Lloyd Elliott, and President Robert Spiro, as President, Vice President, and Secretary-Treasurer respectively, have faithfully conducted the affairs of the Association, including the planning and organization of this stimulating and rewarding meeting, and

WHEREAS, President Robert Spiro has served diligently as the custodian of the daily affairs of the Association, including the management of its vast investment portfolio, and

WHEREAS, Marion Jarrell and George Flowers have cheerfully and competently made the necessary arrangements for Newsletters, travel, hotel, and the conference, as well as the other business of the Association,

NOW, THEREFORE, BE IT RESOLVED that the Association expressed its gratitude to Norman Parker, Lloyd Elliott, Robert Spiro for their leadership in the office and the concerns in the Association, and expresses special appreciation to Marion Jarrell and George Flowers for the handling of the many duties required by the nature of an Association such as ours.

The third resolution is as follows:

WHEREAS, Dr. Martin Jenkins has recently assumed the duties of Director of the Office of Urban Affairs of the American Council on Education, and

WHEREAS, he has drawn from his long experience in higher education coupled with his new responsibilities to bring thoughtful words of counsel to the conference,

THEREFORE, BE IT RESOLVED that the Association of Urban Universities in its fifty-sixth annual meeting expresses most sincere appreciation to Dr. Jenkins for his contribution to our deliberations.

The fourth resolution:

WHEREAS, Mr. Barry Munitz has brought unusual talents to the analysis of the study of the future directions of the Association, and

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WHEREAS, Mr. Munitz provided a thoughtful and incisive review of the alternative directions,

NOW, THEREFORE, BE IT RESOLVED that the Association in its fifty-sixth annual meeting expresses its sincere appreciation to Mr. Munitz for his contributions to our deliberations.

There was a motion for a fifth resolution, but it lost on a two to one vote. It was a resolution of appreciation to the hotel, but the chairman and at least one other member of the group were required to pay cash on the barrel head before they registered, and the motion lost on this ground. Thank you.

Chancellor Parker: You have heard these four resolutions. Do you care to consider them one at a time or as a group? (Group)

Unidentified Delegate: Group . . .

Chancellor Parker: All right, the motion is before you to approve these four resolutions.

Unidentified Delegate: Second . . .

Chancellor Parker: The motion has been seconded. Is there dis-sion?

President Spiro: Mr. Chairman, Dr. Munitz has a new degree, and I think we ought to recognize that in the resolution.

Chancellor Parker: Will you tell us about this, Barry?

Mr. Munitz: I think I just found out about it. I'm not sure what it is.

Chancellor Parker: We'll have to take this up later. *(Laughter)* Other discussion? Those in favor of the four resolutions say "Aye."

The Delegates: Aye.

Chancellor Parker: Opposed, "Nay." The resolutions have car-ried, and thank you very much.

I will move then to the report of the Nominating Committee, President Van Arsdale.

President T. W. Van Arsdale: Thank you very much, President

Parker. You will note that I am reporting for the committee. It isn't because my feelings were hurt about my session being cancelled this morning. It is rather because the same situation carried over from the Resolutions Committee to the Nominating Committee; by a vote of two to one, the chairman was removed from his opportunity to report.

The Nominating Committee moves the following nominations: For President, President Lloyd Elliott, George Washington University; for Vice President, President Kirk Naylor of the University of Omaha; for representatives to the National Commission on Accrediting, for three year terms in each instance, President Harold Enarson of Cleveland State University and President Robert Spiro of Jacksonville University. We so move. You understand now why Kirk Naylor lost two to one.

Chancellor Parker: I am not sure whether it is customary to ask if there are any nominations from the floor in this organization, but serving regularly as chairman of a faculty senate, this I always do. So are there any nominations from the floor that will make this election an exciting one?

President Norman P. Auburn: I move the nominations be closed and the secretary be instructed to cast a unanimous ballot.

Unidentified Delegate: Second . . .

Chancellor Parker: You have heard the motion and second. Those in favor say "Aye."

The Delegates: "Aye."

Chancellor Parker: Opposed "Nay." Welcome, President Elliott, President Naylor. It is not necessary to re-elect our good Secretary Treasurer. His term has many years to run.

President Spiro: Just one.

Chancellor Parker: Excuse me, it's not many, is it? You are going to have to stand for re-election next year, Bob.

At this point I think it would be appropriate to call upon the new president for such remarks as he would care to make. He has informed me that urgent business requires his missing our luncheon, and so we will change the format slightly. The passing of the gavel figuratively will not take place this year, but we'll see to it President Elliott has it for next year. Lloyd.

President Lloyd Elliott: Gentlemen, may I say to you that I came to this meeting of the Association of Urban Universities with a very open mind regarding the question which we spent time last evening having presented to us, and which we spent time this morning discussing in our breakfast sessions — namely, the future of the Association. I came with an open mind because after the last three or four yearse I have given considerable thought and worry and a certain amount of frustration to the directions and efforts to which the Association might devote itself. The reports of the breakfast sessions, I think, this morning will serve to focus your views as to where we should go from here, and I did want this opportunity, Chancellor Parker, to say to the delegates and representatives of our institutions that I shall do my very best in the next twelve months to carry out your wishes regarding the activities of the Association.

We are headed, I think, toward a real test of our interests in the next twelve months, culminating, I hope, with a good session, scheduled, I believe, for Chicago next year. And I'd like to make one request of this group assembled. You have had a chance in the last twenty-four hours to talk about the future of this Association. As soon as you get back home, and before the telephone call or the appointment on your calendar pushes it aside, if you'd take the time to dictate a paragraph, or a couple of paragraphs, to me in which you simply reflect on the airplane ride what has come to you as a way of further thought on the activities and efforts which your officers may give for next year to the Association I would greatly appreciate it. And I might add that I shall be in regular touch with Dr. Jenkins and others of the American Council in Washington regarding our mutual interests. And if you want to add a paragraph along those lines, for whatever help it may be, I would appreciate that also.

Norm, I'm very sorry I have to miss the luncheon today. So far as I can tell, our campus has not yet been taken over by unwanted guests; I'd just like to get back before that happens. Thank you. *(Applause)*

President Parker: Thank you very much, Lloyd.

Under new business, I'd like to put before the membership the recommendation of the Executive Committee that the November 1971 meeting of the Association be in Chicago, that the University of Illinois, Chicago Circle, will be the host institution, with the other members of the Association co-hosting. These include Northwestern University, Illinois Institute of Technology, Loyola Univer-

sity, DePaul University, and Roosevelt University. It's very interesting, and I think it's unfortunate, that none of them can be here. I was assured that they would all support this strong invitation.

Arrangements have been made with the Sheraton Blackstone Hotel for our meeting. It is a very nice hotel on Michigan Avenue just across the street from the Conrad Hilton Hotel, and I am sure that you will enjoy your visit to Chicago. The dates will be November 7th and 8th. We'll look forward to seeing you all there.

Now, there has been placed in my hands this morning a very impressive invitation from the University of Nebraska at Omaha to hold a future meeting of the Association in that city. I shall transmit this, President Naylor, to the Secretary, where it will receive full consideration in the Executive Committee for a subsequent meeting. I might say in respect to the locus of our meetings, it has been my understanding that we try to make a geographical distribution — one year in the East, one in the Midwest, one in the South or Southwest, and move about this way. So the Executive Committee will give some attention to this.

There has been some correspondence with New York institutions relative to the '72 meeting there. As a matter of fact, at some point we decided not to go to New York this year but to go to Chicago instead. I simply mention this as something that will be coming up. It might be a competitive position for '72, Mr. Naylor.

Now, is there any new business to come up at this time?

Dr. Jenkins: Mr. Chairman, I suppose I have voice without vote. I call your attention to lack of enrollment among the black institutions to members of this Association. I know it was not planned this way. I understand your secretary wrote to some 150 institutions — they may have been overlooked. It would add a great deal to your Association to have some of these perceptive black presidents who are involved in the urban problem — the black problem is the biggest of the urban problems — I should say the white problem in relation to the blacks. I would urge you to make a special effort to get some of these institutions active in your membership — in your mission. If you will allow it, I will encourage some of them to do so.

Chancellor Parker: This is an excellent suggestion, Dr. Jenkins, and I trust that it will be given full consideration by the Membership Committee for next year. May I ask if President Allen would have any comment on this? You did contact many of the black institutions, I am sure.

President Allen: Yes, we did. We contacted many more institutions than accepted, of course . . .

President Parker: Yes. Well, I do appreciate — I'm sure we all appreciate — your suggestions, Dr. Jenkins.

Are there any other comments under new business or any specific items of business? Then, we have approximately an hour remaining before luncheon for the presentation of the reports of the breakfast sessions, and presiding at this portion of the meeting will be our good Secretary-Treasurer, President Spiro.

President Spiro: There were, respectively, in the sessions this morning twelve, fourteen, and fourteen in attendance, and there were seventeen ladies who attended the ladies' breakfast at which Mrs. Stanford was the hostess. I had the pleasure of moving from group to group and enjoyed the sessions as I sat in ten or fifteen minutes at each one.

We are undertaking this year, as you know, and President Auburn and others say that this is a periodic exercise, and not at all necessarily a fruitless exercise, to discuss the future of our Association and how it can become, to use the present term, more relevant to our times. All of us seek to come to some terms with the word "relevance", and I frequently speak to the point of relevance and immediacy, and prefer the more meaningful term "relevancy", which is so frequently misunderstood by some of our students, and possibly by others, and possibly by some of us.

But, in any case, we had three sessions meeting today, and they were lively, intelligent, articulate sessions. I'd like to call upon the discussion leader of Group 1, President Henry King Stanford, and either he, or someone he may have appointed to serve as recorder, will give us a summary of what transpired in Group 1. President Stanford.

President Stanford: Our recorder is Dr. James Baker, Vice President of Public Affairs, Boston University. Thank you.

President James H. Baker: Good morning. Thank you, President Stanford. I should say I learned one thing very early this morning. As you walk into a room filled with college presidents, particularly Dr. Stanford, and when he asks for a volunteer, I learned one thing: if anything ever happens at the University of Miami, I think he could handle the affairs of Penn Central. It was a good railroad. *(Laughter)*

We talked at some length, and I guess — this is only my second meeting. I was here once about three years ago — moving down the agenda item by item, I think spent quite a bit of time talking about admissions, primarily with emphasis upon how to handle the high risk student without losing the quality of the academic program. I think we heard some very fine examples from programs of the University of Illinois in Chicago, Wisconsin in Milwaukee, Newark, Miami, and St. Louis.

It seemed to me, at least, that we were concerned with three or four major items, one being the polarization of minority students on a campus which is predominately white, especially where great sums of scholarship money are being given to the disadvantaged and full-time students are paying their full cost, or at least tuition. The high cost of these programs, particularly with the aspects in the remedial parts, summer programs, create some problems as to how far we can go. One not mentioned, I guess, but as you think about the great numbers of students on the campus today, it will be just a short year or so before it will be moving to the graduate schools of the country, and we all know that those costs are much higher at that level. So it seems that the big problem is the financial problem as well as academic, and how much and how fast can we go.

There were three, I think, kind of guidelines, one being the very careful selection of students, the development of strong remedial programs, and I think probably there was a feeling in our group that while the private institutions can do a great deal — and more than they are doing — that inevitably in some way the great burden will fall to the public sector either through state or federal support.

We moved then into community service and handled, really, campus-city cooperation at the same area. There I think we were all concerned that there needs to be a redefinition of what we mean by community services, that we can no longer be all things to all people, that the institution itself must define its role in relation to its directions and program strengths. Somehow as we think of community service, it must be in the context of higher education and what is the appropriate role for the institution.

On the question of resources, I think there was only one comment made, and it settled all discussion, and the comment was "not enough." I think it is with us at every institution.

We moved then into institutional governance and talked about this at some length and really two points of view: one the organiza-

tion or structure of the institution to accomplish more effective teaching; and then second, governance with respect to decision making effectively involving both students and faculty participants.

There were a number of suggestions about the role of university senates. One very good suggestion, I think, was that of somehow experimenting perhaps with a university-wide course which would be close to civics but talking about the governance of institutions. I think the only problem, someone raised the point that after two sessions you might have to make attendance manadtory. Basically, I think, the group agreed that the big question is, "where does authority rest, and how do we need to develop the guidelines for all constituencies within the campus community?"

Following that we did talk again about this Association, and here I am a guest, in a sense, and so I hope I have the consensus of the conversation. President Parker was with us and stated, as he has said, that the Association is at the crossroads. I made about five points. I think there was consensus that the Association continue pretty much as it is, that the Association not merge, nor should it go out of business.

Second, I sense that there was a value, or at least concern, that perhaps in years past there was a greater attendance on the part of presidents, that recently there have been more delegates attending or representatives of the presidents; but the real value has been the off-the-record, candid sessions, particularly at the breakfast meetings, where presidents have the opportunity to discuss with their colleagues what the real problems are.

This led then to another suggestion that more attention be placed on the agenda items themselves, perhaps restricting the subject matter to one or two topics of major concern which might be explored in greater depth. It was recognized that this might mean some additional help, perhaps of a part-time executive secretary that might help more with the agenda and assist the officers.

And the final suggestion I had noted was that perhaps at some of these meetings — the comment or suggestion was made last evening — that urban affairs officers might attend these meetings as well. One suggestion was that perhaps they meet in separate sessions held in conjunction with this meeting where they might at the same time — those officers assigned to urban responsibilities — might discuss in depth and then meet jointly with your group on those kind of concerns.

So those are the notes I have made. I hope they represent the

discussion in our meeting, and if not I hope others will add a point or two.

President Spiro: Thank you, Dr. Baker.

Group 3, which was really the second of the three groups, met in the Courier Emissary Room, and our senior president of great distinction, Norman P. Auburn presided, and who will give the report for you?

President Auburn: Our secretary is the newly elected vice president of your Association, President Kirk Naylor of the University of Nebraska at Omaha, was our very efficient recorder.

President Kirk E. Naylor: Mr. President, Mr. Chairman, members of the Association . . . Those of us who were privileged to be in Group 3, under the leadership of the senior president of this Association, Norman Auburn, now identify very well with Joe, who lived in my community back in the plains of western Kanasas. He was continuously drunk. One evening they decided to drag Joe home from the village store, and they deposited him in a freshly dug grave. The next morning as the dawn came and he awakened, he said, "My Lord, it's resurrection morning I'm the first one up." With the answers which were given to us by the senior president I'm sure most of us feel that we have come to the resurrection morning, and we have all of the answers.

I might say that we were graced this morning by having Tom Van Arsdale's wife with him, but because of the sterling character of the individuals, she did not inhibit our discussion in the least.

We talked about admissions in our group — selective admission — whether or not we should have more or less selective admission. Some of us felt that state laws would govern this matter in individual states, others indicated that facilities might limit admissions in some institutions. We talked something of this matter of open admission, and I was interested to learn that there is some difference of opinion on open admission, or at least it is felt by some that there may be two classes of open admission, one which might apply to a system, another which might apply to an institution. And also there was some discussion that admission to universities, as we call open admission, might relate somehow to innovative or creative ways of admitting students to the university vis-a-vis the old idea of open admission being the admittance of anyone who graduates from an accredited institution.

We asked ourselves some questions, such as if open admission

means admittance of any graduate from an accredited high school, how many institutions represented in our breakfast session had open admission? There were only two institutions — Akron, and the University of Nebraska at Omaha — that admitted to open admission under this category, and there were nine institutions who indicated that they did not have open admission in this context. There were varying practices shared, of course, such as special courses, some remedial in nature, some similar experiences that some institutions have had. We asked ourselves another question, such as does establishment of a system-wide criteria for admission to institutions of the system relegate certain institutions to classifications or to second-class or third-class citizenship. It was felt by our group that this did not necessarily come about.

We talked next about political recess, and whether or not any institutions were having a political recess during this particular time to participate in elections, or to afford opportunity for students to participate in elections, and there were no institutions in our group that did. One institution indicated that they had tooled themselves up to have a political activity course in which students might enroll, and this was for credit. They had geared up to about eight hundred students and found that only one hundred students finally enrolled in this particular course.

We talked about student government and the involvement of students in institutional affairs. We talked something of the apathy of students, whether student government now really represented the student body.

Another item discussed in our group was community service, the traditional part of the triad, of course, of the involvement of universities in this whole matter of teaching, research, and community service. Is society expecting more of our institutions than we can really furnish, how actively should an institution be involved, are urban institutions different from other institutions in this particular activity, and the relation of institution involvement to the continuance of the academic resources. In other words, are we draining off resources from our institution in order that some of our faculty may participate in community service and not be available to us in classroom work? I think that it was the consensus of our group that the articulation of an institution's "reason for being" is the personal responsibility of the president. The institution should not be deeply involved in the implementation of solutions to urban problems based on research by its faculty, and this concept, which was brought to our group, did create lively discussion as to how

involved should the institution become in the implementation of the solutions to problems in urban environment.

We talked about institutional governance, particularly statewide coordination. I think we all agreed that there is more of this now and there's more of it coming in the future.

Now we came to the last discussion — the last topic for discussion — and that was the future of the Association. Number one, should the institution remain essentially as it now is? I think the consensus is that the institution certainly should continue. We asked ourselves the question why there are not more presidents in attendance, and yet all of us realize that there certainly are reasons why presidents do not find it as easy to attend conferences of this kind as perhaps we did some years ago.

We felt that the institution ought to examine specific possibilities in order that the institutions might make a real impact on the urban environment. We asked ourselves whether or not the Association should not have a grant to implement its involvement in urban affairs. We discussed the Washington idea that was brought up and whether or not we ought to have an office in Washington. The question was asked could we not utilize the American Council of Education's new Office of Urban Affairs in cooperation with Dr. Jenkins, what might be the possibility of this institution furnishing some resources to the American Council on Education for additional staff help in that office? This was something that we felt the Association ought to consider in the future.

We had some minor discussion on program suggestion. We felt that in the programs of the Association there ought to be closer attention given to partciular problems of urban universities, and perhaps it might be well to define one or two specific problems and try then to relate in our conference to them, perhaps having one day set aside for a consideration of these specific problems, with one day for informal discussion. Thus ended the consideration of Group Three.

President Spiro: Thank you, sir. Last May when the so-called Princeton plan was enunciated, I took a rather firm stand in my institution that it would be no more reasonable to take a political recess of a week or two weeks as suggested than for attorneys or physicians or bus drivers or rubber workers or coal miners to find it possible to take two weeks. But at the same time, I encouraged faculty and students, as I have always done for twenty-plus years, to participate. I was interested to hear that in the group represented

and reported by Chancellor Naylor just now that there were none which took such a recess. May I ask if any institution represented here today is taking an election period recess of a week or two? Is any institution represented here doing this? I think I read in the **Chronicle of Higher Education** that about thirty colleges and universities had taken this option this fall. I presume this means thirty out of the total of twenty-four or twenty-five hundred that operate in the United States today.

Group 4, which is the third of our groups, had as its discussion leader J. Osborn Fuller, President of Fairleigh-Dickinson.

President J. Osborn Fuller: Our recorder is Chancellor James C. Olson, University of Missouri, Kansas City. He will report.

Chancellor James C. Olson: Mr. Chairman, gentlemen. Group 4 started out on question two, and we concentrated on question two, "where do we go from here as an Association," throughout the time allotted us, although we did digress into problems of urban universities in general. But I should say that we concentrated very definitely on the role of the Association and what it might do for those of us who are members and who seek some guidance from its meetings.

There was a general consensus, particularly among those who had been attending the meetings for a number of years, that the meetings were useful, that the sessions were very pleasant, and that the breakfast sessions, particularly, provided a helpful forum where presidents could discuss with their colleagues problems of mutual interest in a free-from-a-reporter kind of way. And yet there was a feeling — I think if there was a consensus it was a consensus of frustration — that we ought to be doing more, that something more is needed in these times. And we talked about the problem of trying to relate the urban university to its community and trying to develop a mission for the university. We talked about the departments of institutes of urban affairs, the directors of urban affairs, their activities, as opposed to the need for restructuring the university as a step in the direction of helping the university meet its responsibilities to the urban community in which it is located.

Well, as we talked about the organization, what it might do for the members and for urban education, we found that no one wanted to abandon the organization. As a matter of fact, it was Dr. Jenkins, who was with us, who suggested that if we did not have an organization of urban universities at this point we would have to create

one, and he would be interested in creating one. (I believe I quote you correctly.)

At the same time no one in our group thought that we should continue to go along just as we have been. There was some feeling — a definite feeling — that we ought to do more. As we thought about how we ought to restructure our organization, we found no enthusiasm, at least I didn't detect any enthusiasm, for a full-time secretary with an office in Washington among the group. We did agree, however, that we could, as an organization, be more helpful to delegates and our presidents if we perhaps broadened the attendance to include others from our staffs and from our faculties, possibly our urban affairs specialists, as was suggested from another session; possibly they might meet with us, or separately at the same time, and jointly as a part of the meeting. But essentially our recommendation would be that the officers of the Association consider the appointment of a program committee to develop structured, problem-oriented conference programs for our annual meetings. Someone suggested that perhaps we were too president-oriented and not enough problem-oriented. I think the students would agree that these are one and the same thing, perhaps. But we feel that perhaps we ought to be more problem-oriented, and that in doing it, in establishing this committee, that we enlist the help of specialists, both in our universities and outside the universities, and that we call upon other organizations for assistance — other organizations such as the American Council on Education with its newly-formed Office for Urban Affairs, and possibly the National Association of State Universities and Land Grant Colleges, and other organizations. And this then would be the essence of our recommendation to this group. Thank you.

President Spiro: Thank you, sir. You have heard the succinct and very intelligent reports of our three recorders. We have sought to cover a variety of issues, ranging from open admissions to the future of our own organization. I meant to tell you a moment ago that in one of the sessions I attended this morning, one of the presidents, in discussing this matter of the recess — the political recess — indicated that he took a rather firm stand against it last spring. The student government association unanimously endorsed a recess for late October-early November, so he put it up to the students in a plebescite after receiving a unanimous recommendation from student government that a recess be provided for. And I think he said that out of 16,000 students some 6,400 voted — 400 for it, and 6,000 against it — which highlighted the problems which we all face in looking at and assessing the credibility of our own student leaders in seeking to understand who speaks for

students. In several of the sessions I noted comment about this subject.

It's easy to say the students want this or the students say that when in reality we are thinking about ten, twenty, fifty, one hundred students often, and we are not able to ascertain the wills of students and of various student groups. And of course this is a problem we all face with regard to the faculty as well, because some groups are much more inclined to be loud, to be articulate, to express their opinions, and I think in several of the groups the opinion was expressed that we really need to keep in mind what is the purpose, the proper purpose and role of the university.

Throughout history, those of us who have sought to study history through the years, we know that the problems of colleges are not new, violence is not new from the time of early Oxford and Cambridge and Bologna and Pisa . . . Zaragoza. There have been problems, and riots, and concern about everything from food to town-and-gown relationships, war and peace, and underground railways, and the like. So, our discussions were wide-ranging, and, Mr. Chairman, in the time remaining to us (I believe we can adjourn early if you so desire), our program provides for some public discussion, and now that we are all together I wonder if anyone would wish to stand and use the microphone available, or not use it as he wishes, and make any comment or raise any question that would seem to him to be appropriate for this concluding moment of the morning session. Are there any comments or questions?

President Naylor: Mr. Chairman, I'd like to ask a question. How many institutions have recently gone, or are planning to go, to the so-called new scheduling where the first semester ends prior to Christmas time?

President Spiro: Let's see. Will you hold your hands up for just a moment? Two, four, six, eight, ten, twelve, thirteen. I count maybe fourteen.

President Naylor: Would this mean they would be on the semester system or quarter system? . . .

President Allen: Well, the quarter system . . . I don't know whether it is faced with the same problem or not exactly, I doubt if it is. But those on the semester system, it seems to be quite a move to go into the new schedule, which would end before or at Christmastime, and then start a new semester sometime during the early part of the year.

President Spiro: I didn't raise my hand because for nine years Jacksonville University has had such a program; we call it the trimester plan — not good grammar, I am told. We commence about the first of September; in fact we began classes on Labor Day this year, having had orientation and registration the preceding week, and will conclude around the 18th of December with the end of the semester. Then begin on the 2nd or 3rd, as appropriate, in January, and have commencement around the 20th of April. We have the annual commencement exercises around the 20th of April, a second commencement around the 20th or 23rd of August, and have about a four-day turnaround to start all over again, and that isn't enough time for that.

Chancellor Parker: What proportion of your students take three trimesters a year?

President Spiro: A very small percentage of our students participate in all three trimesters. We divide trimester three into two equal parts of approximately eight weeks each — from the latter part of April until the latter part of June, eight weeks, and from the latter part of June to the latter part of August. We find, I believe, that ninety percent of our faculty and students like it. If I may say so, it wasn't politically instituted in Jacksonville University, and our faculty and students chose this route, and they like it, although I don't imagine ten percent of our students go twelve months in the year under this plan. But a large percentage do go two and one-half trimesters. President Allen has had great experience with this.

President Allen: The state universities of Florida were on the trimester system, and it worked. The students got to like it, particularly those who needed the summers jobs; they got out early after the second trimester and were ahead of all the others in the country to get these summer jobs. Then the political influence came along to force us to the quarter system, and not very many are very happy with the quarter system . . .

President Spiro: I remember one gubernatorial candidate ran on a platform of ending the trimester plan, going to the quarter, and I heard him say that his son, who was a student at one of the state universities in this state, said that fifty-seven of the fraternity pledges flunked out because of the trimester plan; and this was conclusive evidence and thus changes were to be made. It's been my experience that there are other reasons why pledges sometimes don't make it. President Delo of Tampa.

President David M. Delo: We have a variation on this plan which

we installed last year. We have a short semester in the fall, beginning about the first of September and ending before Christmas. In fact, I commented to Kirk Naylor that I have to supervise commencement on my birthday this year, which I don't like very well. Then we have a three-week intersession, which we use in some degree to try out new courses. We just installed that this year — this is in January. It's also used for field work and other types of work. A second semester which ends about the middle of May, and two five week summer sessions . . . Our full-time enrollment is around 2,100. In the summer school last year we had six hundred in one session and seven hundred in the other.

President Spiro: I believe the gentlemen . . . what is your name, sir?

Dr. R. Richard Rubottom, Jr.: Rubottom, S.M.U. . . . We have exactly what you just described, with this interterm. We're in our fourth year, actually, of this new semester schedule, and it created a problem for us in interfacing with the state institutions for summer school until all the state schools by law went on this same new schedule effective this year. Now they all seem to like it this way.

President Spiro: Do you have this January intersession?

Dr. Rubottom: We have the intersession. We have it now for the third time. The largest program of offerings . . . we have three foreign programs — two in Europe and one in Mexico City — and about, I guess twenty-five or thirty normal course offerings on the campus that are done in three weeks.

President Spiro: Do I understand that the state university system in Texas has gone to this?

Dr. Rubottom: Yes. All of it, by requirement, had to start this fall. This began, as you say, with Labor Day classes.

President Spiro: I think that Florida Presbyterian was one of those at least that pioneered in this arrangement. My daughter attended one of the colleges in Florida which provided for this several years ago (I can't extrapolate this into anything more than it is), but she indicated that many of the students called it instead of the "mini-mester," the "mini-monster." And some students, she said, weren't too happy about it. But it may work in some places, like other plans, and not in others. But there is a great deal of experimentation, and I'm one that thinks it's very healthful that there is. At the same time when the politicians tell us that we must utilize

our plants and then we try to innovate, it seems to me that frequently we misunderstand, at least the politicians misunderstand, the fact that you can have two semesters and a full summer session and use your facilities the year around . . . you can have four quarters, you can have other variations, and each of us apparently here is seeking in his own way to encourage students to attend year around and to use our facilities.

I believe President Hoffman, no President Enarson.

President Enarson: Well, this just comes under the category of general grousing and contributes not one bit, but it seems to me that what we've observed with respect to the Princeton plan can be duplicated in other critical areas as well. If you are a general reader of the newspapers, particularly on the East Coast, and your knowledge of education was formed as a result of the newspapers, periodicals, and the daily television diet, you would conclude that all of young America, at least a substantial part of it, is out of the classroom on the campaign trail, whereas in point of fact the Princeton plan was rejected almost unanimously except for a tiny handful of institutions, and most of them are very sorry that they went to it. You get the impression that our campuses are places of force and violence, when in fact violence is rather sparse and scarce. An impression which was promoted insidiously, I thought, in some respects, by the Scranton Report, was that our houses were in disrepair and that we needed to put our houses in order, when in fact most of us did . . . And one final note of grousing — I cite it only because it's a challenge to the public relations front that we should all face — is that despite the fact that a tiny, tiny scratch of our students have ever had any taste of talent or temptation to violence. Students generally are getting a bum rap, and in public sector the payoff is diminished appropriations. I have nothing specific to suggest except to say that we have a major public relations challenge, which is about the biggest thing we have faced in the last two decades.

President Spiro: I believe, Chancellor Naylor, did you have a further comment?

President Naylor: Well, I was going to continue this new scheduling a little bit. I was going to ask what was the effect on your commencement pattern as a result of going to this new schedule? We have traditionally a mid-year commencement, I suppose partially because of the uniqueness of some of our programs; we have a great number of graduates in mid-semester. Now we're thinking about going — well we are going in 1971 to this new schedule.

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What happens to your mid-year commencement? Did you continue it or do away with it?

Unidentified Delegate: We never had one.

President Naylor: You never had it? How many have mid-year commencements?

President Spiro: Apparently five or six. We've resolved it in our case during nine years of experience with the trimester plan by having a commencement in April and one at the end of the summer in the latter part of August.

When I arrived on the scene in 1964, we were having four a year — one in December at the end of the fall term, one in April, one in June, and one in August. And I found that the office of the president was spending the entire year preparing for the next one.

We now have two, and every year we have petitions, "Won't you let me graduate in December, I finish my work then?" And we explain that we have talked about this before, and we simply won't do it. Two a year seem to suffice for us, I don't know about others. One a year at South Florida? How many have you at Tampa? Two at the University of Tampa. How many have more than one each year? Apparently many of you — about half and half, in this respect.

I explain to students that those who have reserve commissions in December need only a letter from the registrar or the vice president for academic affairs stating that he has completed all his requirements, the degree will be awarded at the next commencement, and that suffices for every purpose I know, employment, military, and the like.

President Allen: Bob, we don't give the actual diploma at commencement anyhow. To make sure of getting it in the right hand, we mail it to the student. As soon as he has completed the requirements we mail the diploma at the end of any term.

President Spiro: Yes sir.

President Rubottom: Could I make a suggestion for the program committee for next year? Maybe we're a little bit late in the state of Texas in coming into this problem, but in talking to Bob Purdy from Vanderbilt yesterday, I found that in Tennessee they apparently are going into the same issue hammer and tongs, and that is

the question of possible public support, or at least requesting public support of private institutions. There are some states where this has been going on for sometime, but I think that on a national basis that this is becoming more and more current. Maybe we could profitably discuss that, and some of us who are involved in it could learn from the experience of other institutions.

President Spiro: In the Independent Colleges and Universities of Florida — an organization by this name — there are fourteen members, and we have been working on this in Florida for the last four or five years. As chairman of that group I have had occasion to testify before legislative committees and to study the matter. It is my understanding that seventeen states at present have some plans of this sort. And it is a growing tendency — especially with the proliferation of state college campuses, the inflationary effect upon the budgets of the state universities throughout the country — that some form of tuition equalization or voucher system or other plan may be adopted by an increasing number of the states.

Chancellor Purdy, at Vanderbilt, how many commencements have you each year?

Chancellor R. R. Purdy: Only one. We've always had that. I don't think there are any plans . . .

President Spiro: What calendar do you use?

Chancellor Purdy: We are about to move to the early semester. We've been trying for two years, but our calendar is tied in with three other institutions so it's very difficult.

President Spiro: Yes. Mr. Chairman, it's 12 Meridian, and I don't want to prolong this. Our luncheon is set for 12:15. Is there a final comment or significant question?

President Philip Hoffman: Bob, I'd like to make an additional comment along the line of Dr. Jenkins' comment with reference to the fact that we do not have any membership in predominantly black universities. I recognize, with him, that this has not been of design. In fact, many of us have regretted this over a period of time. I do think, however, as individual institutional representatives, in addition to the efforts from the officers of the organization, we can do something about this. For example, we have Texas Southern in Houston. I have mentioned this in the past, and I intend to speak to Granville Sawyer in the future to urge him and his institution to

consider membership. I think this is one thing, a very important one, one which we as individuals can do something about, and I would like to second enthusiastically the suggestion made.

President Spiro: Thank you, President Hoffman. Your officers, including your Secretary-Treasurer, will make a very energetic effort to fulfill this very valid suggestion. I see no reason why we can't encourage a number of our colleagues and brethren to join with us from among the predominately black institutions. And I'd like, in closing, to request that each member present help us to to secure those additional thirty members. If we can build our membership up to 150, we'll be reaching more people, and our organization will become that much more important and significant as it seeks to serve.

Mr. President, I turn the microphone back to you, and thank you, gentlemen, for your presence and attention.

Chancellor Parker: Thank you very much, Bob. I think unless someone else has something to bring before this meeting we are ready to adjourn. Is there any other matter to be brought up? Then we will stand adjourned. Lunch is scheduled at 12:15 in the Pan American Room. Thank you very much.

LUNCHEON SESSION
Monday, November 2, 1970

President Spiro: For the information of the ladies and possibly some other guests who are present, I would like to announce that at the business meeting late this morning the Association elected President Lloyd Elliott of The George Washington University as the new President for 1971, and Chancellor Kirk Naylor of the University of Nebraska at Omaha was elected as the new Vice President. The Secretary-Treasurer serves a three year term, and so I regret to advise that I have one more year to serve. But it is a pleasure to serve the Association. In the absence of President Elliott it is my privilege to make a very few brief remarks and present the retiring president of our Association to you.

If I had some suitable award, I would like to make it to President Love of San Diego, who has traveled the fartherest to be with us. They have had some brush fires, heavy rains, mud slides, occasionally an earthquake, and I do wish to welcome him to the beautiful state of Florida where we have none of these things, and now that President Stanford is in charge of the U.S. Weather Bureau, we have ample warning of pending winds and can get out of the way.

It is a pleasure to welcome you at this final session of our meeting. I hope that you have enjoyed being in Miami. It is a great city, and I always enjoy coming here myself.

Our meeting lasts less than twenty-four hours. I frequently find myself in great distress when the Southern Association of Colleges and Schools, our regional body, meets four days — four and a half days — days which I can hardly afford. I try to pick one or two days when I can get there and profit most by the meeting. Other of our meetings, like the American Council on Education — very valuable national meetings — the Association of American Colleges, and others, meet two, three, four, even five days. And I rather like our format in one respect, and that is that we meet in a very congenial group and for less than twenty-four hours and occupy our time very energetically, but at a pace somewhat different from those of some of the more structured meetings.

Your executive committee, consisting of the President, the Vice President, and the Secretary-Treasurer, will indeed fulfill its constitutional obligation and give careful attention to the recommendations that came from the various breakfast meetings this morning, and we shall seek to be custodians of the work of the Association during the next number of months and seek to call upon many of

you for advice and counsel and to provide the kind of leadership that you would wish us to do.

In planning the program many months ago, President Elliott and I outvoted the outgoing president and said that in view of the nature of the meeting in Miami — a meeting in which we proposed, as directed by the Association last year, to undertake a study following a questionnaire and counsel with all our members on the nature and purpose of the Association — that it would be most appropriate to ask Chancellor Parker, our president — a man with vast experience in higher education and long service with the Association — to address us.

Our breakfast sessions this morning, our dinner last night with Dr. Jenkins of the American Council, and other sessions, and corridor conversation, have dealt with the issue of this Association: how can we better serve the urban universities and consequently our students and our communities in the years ahead. And so, over the protests of Chancellor Parker, we insisted that he speak here today.

When I was in college I engaged in a little intercollegiate wrestling and then subsequently studied judo. President Elliott is an expert in karate, and so we had our way with Chancellor Parker. And so, it is with great pleasure that I present him to you. I know we shall listen in great friendship and respect at his comments, his analyses, his conclusions, and so without further ado it is my pleasure to present to you the outgoing president of the Association of Urban Univeristies, Chancellor Norman A. Parker, of the University of Illinois, Chicago Circle Campus. Chancellor Parker. *(Applause)*

Chancellor Parker: Thank you, President Spiro. What actually happened was we drew straws to see who would fill this post, and I got the short one.

I came across something this morning I'd like to share with you before I get to my formal remarks. Perhaps some of you have seen it, but we've had so much discussion at this meeting today and yesterday about the unenviable position of the college president that I thought perhaps this might be appropriate as my swan song. It's called "The Lament of the University President." It says:

"I'm not allowed to run the train,
The whistle I can't blow.
I'm not the one who designates

How far the train will go.
The students rant and rave and scream
For this privilege or that.
The faculties want to change
The curriculum format.
I'm not allowed to blow off steam,
Or even ring the bell,
But let the damned thing jump the track,
And see who catches hell."

Other remarks to the contrary notwithstanding, I am very pleased to have this opportunity to speak to you at this closing session of this 1970 annual conference. As representatives of urban universities, we have many common interests. Among these, certainly, is a deep concern for the cities of America and the future of our universities located in them. John Gardner began his most recent book, **The Recovery of Confidence**, with this statement:

> We worry about the future as we have never worried before. And we have reason. We see the brooding threat of nuclear warfare. We know our lakes are dying, our rivers are growing filthier daily, our atmosphere is becoming increasingly polluted. We are aware of racial tensions that could tear the nation apart. We understand that oppressive poverty in the midst of affluence is intolerable. We see that our cities are sliding toward disaster . . . The problems of nuclear warfare, of population, of the environment are impending planetary disasters. We are in trouble as a species . . . In our first century and a half as a nation we were sublimely confident. It doesn't really matter whether it was confidence in the strict sense of the word . . . Whatever it was, it is gone. (pp. 17-19)

We are definitely worried. There is no doubt at all about that. And, as city dwellers, you and I are especially aware of the incredible problems caused by a metropolitan society. Today I would like to discuss with you the future of the urban university as an institution and the future of our association as an organization.

Dealing with the urban environment presents us with a moving target. The rapidity of change in recent years has been staggering. As soon as we diagnose one set of ills, there are new ones that beset us, and, as we all know, the rate of decay and urban blight is increasing at an alarming pace. All of the forces of our phenomenal urbanization, particularly evident during and since WWII, have changed our ecological balance in a most drastic fashion. We are now an urban people, and the process of urbanization is still accelerating. Not only that, we are a metropolitan urban people. Al-

ready 70% of our people live in the city. In twelve years, another 55 million will live there. At that time, two-thirds of our population will live on one-tenth of our land. And by the year 2000 — only thirty years from now — we must totally rebuild urban America. To keep pace with this growth, we will need more than two million new homes a year in the next ten years alone. Some experts predict that eventually we will build five hundred new cities — each with a population of from 100,000 to 200,000 residents.

These are projections for the physical facilities alone. By themselves, they are proof that the city is growing larger and more complicated — and that when we begin building new cities, there will be a fantastic demand for knowledge from all the academic disciplines.

Cities were made by man, and they can and must be changed by man. The first question before us today is whether we have the desire and the will and the resources to restore our cities to places of beauty and promise, to places where we can live the good life. After more than a century of rampant industrialization, with staggering waste of land and other natural resources, and an almost complete indifference to any notions of quality in the building of our cities, we are seeing the beginnings of a significant reversal in the psychology of American society.

One of the most exciting new facts of American life is the change under way in our universities. They have become very important in our society. Their faculties and student bodies have doubled in the past ten years. Student enrollment alone is growing twice as fast as the population in many areas. By 1973 there will be eight million students in more than 2,300 universities and colleges at the present rate of growth.

We are investing great sums in our institutions of higher learning — and that money is coming not only from private resources, but from federal, state, and local governments. Our public expenditures for higher education have jumped from one to five billion dollars in a single decade. The danger facing us in the 70's, of course, is that expenditure levels will flatten out or even decrease as our enrollments continue to grow and the demands for our services continue to expand.

But most important of all is the fact that we have a new type of university in America — the urban university — a university that shows the same concern and commitment for city problems that the land-grant college of an earlier generation showed for rural problems.

Our cities have always housed universities. That's nothing new. Neither was it unusual for the university in the city to have more in common with the international community of scholars than with the community in which it was located. Often the city and the university were natural enemies instead of natural allies. The city was anti-intellectual. The university was anti-city, feeling that the problems of the city were unworthy of its concern. But today, all this has changed.

Our lives are now much more complex, and the need for knowledge and wisdom is overwhelming. Our institutions, whether by force or choice, have had to drop out of their ivory towers. What happens to the city matters greatly to the university, just as the fate of the university has a major bearing on the city. Each institution knows it cannot survive without the other. Both now realize that they have had the same goals — the creation of the human community.

All of us agree the university should help create the human community, but there is much less agreement about specific steps that the university should take. Any university that tries to work in all the areas suggested to it would spread itself much too thin. Perhaps, one of the most important facts the urban university must face is that of its own limitations. Above all the primary goal of a great urban university is to be a great teacher and a great conscience . . . A great university must be a combination of the Rand Corporation and Hull House. It must view the city as both a home and a laboratory — a place to live in and a subject to study. It must provide the intellectual leadership for the changing society.

In our highly complex communities the urban university must fuse clarity with commitment and theory with purpose. No other institution offers young people such an opportunity for learning and participating — provided they and we use the university well. Today many young people feel that they can get a better education outside the university — where they can deal with the great social issues of our time. And far too often these young men and women are right. They are presenting us with another kind of dropout, the student who leaves because he wasn't challenged; because he could not deal realistically with modern issues within the university. It must be stated here that the urban university has several responsibilities to its students and its community, which are far beyond providing the instruction necessary to earn the sheepskin. I would suggest four major responsibilities.

First, the urban university should offer a program of study that

is related to the world outside the university walls — one that will attract the most committed — as well as the most intelligent — young people of the nation.

Second, the urban university should give degree programs in urban studies — areas where we will need an increasingly large number of trained personnel.

Third, the urban university should develop urban extension programs to meet the immediate and pressing needs of its various communities of interest and in its neighborhood. One of the great tragedies of our cities is that we tend to write off a whole generation of adults as lost to the modern world. Refresher and in-service training programs for businessmen, public officials, and community workers are a special responsibility for the urban university.

And fourth, the urban university should coduct research into the major issues of the day — issues such as crime and violence, environmental pollution and transportation. The application of systems analysis — used so successfully on our space program — has great potential in the urban area. Many of you are familiar with the recent National Science Foundation report entitled **Knowledge Into Action: Improving the Nation's Use of the Social Sciences.** The universities are called on in that report to devote more attention to applied research, to include in the curriculum of our professional schools more of the social science knowledge relevant to the professions, and to cooperate in the establishment of social problem research institutes which would focus on intense analysis of the current societal problems. Many of us have been asked to define what is an urban university. I would venture to submit that an institution devoted to the four functions I have just enumerated **is** an urban university.

The challenges to the urban university are obvious. Whether we shall be able to marshall the resources to meet these challenges remains to be seen.

The very magnitude of the challenges we face as urban universities gives us reason to ask, "How can we most effectively work together as an organization in the accomplishment of our common tasks?" As the Association of Urban Universities, where should **we** be going in terms of goals, activities, and organizational structure? The importance of these questions is emphasized by the amount of attention we have given them in our programs last night and this morning.

The Association has a history of which we can be proud. Estab-

lished in 1914, it has now served the nation's urban-centered institutions for over half a century. Many of the important institutions and many of the well known names in the field of higher education have been much improved in the development of this association.

Now we face the question of the future. Last night and today we have examined the alternatives open to us and noted that each has its advantages and disadvantages. I think we seem to have decided to continue as in the recent past, while intensifying our activities around the annual conference, but also expanding the problem-centered activities and research. Much more will be said about this during the coming year. I make no pretense of trying to give the answers arrived at yesterday and today, but I'm sure the new officers have taken all of the comments that have been made in these meetings seriously to heart. We will see changes made, but gradual changes, while maintaining all that is strong and good and successful in our Association as these improvements come about.

So in conclusion I return to John Gardner's quotation, with which I began my remarks: "We worry about the future as we have never worried before. And we have reason." But Gardner goes on to point out that as a nation and a world, and I would add that as an association, we desperately need to recover our self-confidence. This confidence must become the confidence of a mature association wililng to face its problems squarely and to work out reasonable solutions. In our struggle to provide leadership for urban higher education, above all, we must keep hope alive as our individual institutions and our association strive to find the correct answers to our common problems. *(Applause)*

President Spiro: Thank you, Mr. Chancellor, Mr. President, for those remarks. I think all of us will leave this hall and this meeting, with a greater sense of confidence because of what you have said. Indeed, after fifty-six years this Association should not lack spirit of confidence to which you refer.

I feel very strongly in the case of my own institution and regarding higher education in America, that we need continually to identify our purposes, set our goals, make plans, and not to be dismayed by either the carping critics, or those who misunderstood the nature of higher education, or the prophets of doom. Each will have us to share distress and dismay.

My own institution has just finished a four-year self-study not for the accrediting association but for ourselves. We announced an

ambitious program of development; we think we know where we're going — we believe we do. I know that each of you is doing something similarly, and I certainly wish your institutions and this Association great success.

We look forward to the leadership of President Elliott, Chancellor Naylor, and your continuing participation in the affairs of this Association. Our membership has been increased this year by thirteen and now stands at 120, and we hope with your good work in California, New York, all over the country, that we can bring our membership up to 150 next year so that increasingly large numbers of people can participate in our programs, which we will make more meaningful and more relevant.

The meeting will be held next year in Chicago. We shall be the guests of the University of Illinois, Chicago Circle Campus and other participating colleges and universities in Chicago. The meeting dates are Sunday and Monday, the 7th and 8th of November. Will you promise us weather somewhat like this?

Chancellor Parker: Oh yes, indeed.

President Spiro: Is there other business before we adjourn, ladies and gentlemen? Does anyone have an announcement, or any item?

President Spiro: Well, I'd like to say that we are twenty-five minutes ahead of our adjournment schedule. The meeting has been most pleasant, and you have been most gracious. We shall see you next year. The meeting is adjourned. *(Applause)*

—Adjournment—

APPENDIX A

Constitution of the Association of Urban Universities (Adopted November 16, 1915)

ARTICLE I — Name

The name of this Association shall be the Association of Urban Universities.

ARTICLE II — Objects

The objects of the Association are: To study the special problems and the special opportunities for service of universities and colleges located in cities and to bring about more effective cooperation between such institutions and the cities in the methods for training for municipal, state, and national service.

ARTICLE III — Dues and Membership

Membership shall be institutional.[1]

Colleges and universities of degree-giving rank[2] may become members upon election by the Association or by the Executive Committee and upon payment of dues.

Each institution shall be entitled to one vote at meetings of the Association.

Membership dues shall be fixed by the Association at the annual meeting.[3] Failure to pay membership dues for two successive years shall result in forfeiture of membership.

ARTICLE IV — Officers

The officers of the Association shall be a president, a vice-president, and a secretary-treasurer, who shall perform the duties usually pertaining to their respective offices. The president and vice-

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[1]The following institutions are listed as charter members in the minutes of the first meeting: University of Akron, Boston University, University of Buffalo, University of Cincinnati, Hunter College, Johns Hopkins University, University of Louisville, College of the City of New York, New York University, Northwestern University, University of Pennsylvania, University of Pittsburgh, Reed College, Temple University, University of Toledo, Washington University.

[2]The words "of degree-giving rank" did not appear in the original draft of the constitution but were added by action of the Association in November, 1929, at the annual meeting in Cincinnati.

[3]The annual dues were ten dollars from 1915 to 1928, incl.; fifteen dollars from 1929 to 1946, incl.; thirty dollars from 1947 to 1954; forty dollars from 1954 to 1958; fifty dollars since 1958; increased to seventy-five dollars in 1966.

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president shall be elected annually for a term of one year,[1] and the secretary-treasurer for three years. All officers shall serve until their successors shall be duly chosen.

Nominations for officers shall be made by a nominating committee of three to be appointed at each annual meeting by the president, and opportunity shall be given for other nominations to be made from the floor.

ARTICLE V — Executive Committee

The three officers above named shall constitute the Executive Committee, which shall prepare the programs for all meetings and in the interims between meetings shall act for the Association in every way not contrary to the letter or spirit of this constitution.

ARTICLE VI — Meetings and Quorum

At meetings of the Association, each member institution may be represented by one representative, who shall be entitled to vote, and by any number of delegates, who may participate in discussion but shall not be entitled to vote.

The annual meeting of the Association shall be held at such time and place as the Association or the Executive Committee shall determine, provided that each member institution shall be advised of the time and place by mail at least thirty days prior to the meeting.

Twenty-five members duly represented shall constitute a quorum for the transaction of any business.[2]

ARTICLE VII — Amendments

The constitution may be amended by unanimous vote at any annual meeting, or, if notice of the proposed change has been given at a previous meeting or published in the official notice of the meeting, it may be amended by a two-thirds vote at any annual meeting.

The Association voted at the 1936 meeting to adopt the following amendment to the Constitution:

No resolutions or motions bearing on educational or administrative policy, or general resolutions dealing with controversial issues shall be considered except in executive sessions of the Association.

[1]Prior to unanimous agreement in 1961 to amend this section, the vice president was elected every other year for a two-year term.

[2]By action of the membership at the 1954 annual meeting, the quorum was increased from five to twenty-five.

APPENDIX B

Chronological List of Officers of the Association

Presidents

Charles W. Dabney, President, University of Cincinnati, 1914-1915.
Sidney Edward Mezes, President, College of the City of New York, 1915-1916.
Samuel Black McCormick, Chancellor, University of Pittsburgh, 1916-1917.
Lemuel A. Murlin, President, Boston University, 1917-1919.
Frederic A. Hall, Chancellor, Washington University, St. Louis, 1920-1921.
Lotus D. Coffman, President, University of Minnesota, 1921-1922.
Samuel P. Capen, Chancellor, University of Buffalo, 1922-1923.
Parke R. Kolbe, President, University of Akron, 1923-1924.
William Mather Lewis, President, George Washington University, 1924-1925.
William H. P. Faunce, President, Brown University, 1925-1926.
Thomas S. Baker, President, Carnegie Institute of Technology, 1926-1927.
Frederick B. Robinson, President, College of the City of New York, 1927-1928.
Frederick C. Hicks, President, University of Cincinnati, 1928-1929.
Josiah H. Penniman, Provost, University of Pennsylvania, 1929-1930.
Henry J. Doermann, President, University of the City of Toledo, 1930-1931.
Frederick W. Shipley, Dean, Washington University, St. Louis, 1931-1932.
Paul H. Linehan, Director, College of the City of New York, 1932-1933.
Raymond A. Kent, President, University of Louisville, 1933-1934.
Everett W. Lord, Dean, Boston University, 1934-1935.
Charles L. Spain, Executive Vice-President, Wayne University, 1935-1936.
Guy E. Snavely, President, Birmingham-Southern College; Executive Secretary, Association of American Colleges, 1936-1937.
Raymond Walters, President, University of Cincinnati, 1937- 1938.
Eugene A. Colligan, President, Hunter College, 1938-1939.
Rowland Haynes, President, University of Omaha, 1939-1940.
Winfred G. Leutner, President, Western Reserve University, 1940-1941.
H. E. Simmons, President, University of Akron, 1941-1943.[1]

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[1]Elected for the year 1941-1942; consented to serve until 1942-1943 after the 1942 meeting was cancelled.

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Henry T. Heald, President, Illinois Institute of Technology, 1943-1944.
Philip C. Nash, President, University of Toledo, 1944-1945.
David D. Henry, President, Wayne University, 1945-1946.
R. H. Fitzgerald, Chancellor, University of Pittsburgh, 1946-1947.
M. O. Ross, President, Butler University, 1947-1948.
Paul F. Douglass, President, The American University, 1948-1949.
James Creese, President, Drexel Institute of Technology, 1949-1950.
Paul C. Reinert, S.J., President, Saint Louis University, 1950-1951.
David A. Lockmiller, President, University of Chattanooga, 1951-1952.
T. R. McConnell, Chancellor, University of Buffalo, 1952-1953.
Robert W. Van Houten, President, Newark College of Engineering, 1953-1954.
Edward J. O'Donnell, S.J., President, Marquette University, 1954-1955.
Norman P. Auburn, President, University of Akron, 1955-1956.
John S. Millis, President, Western Reserve University, 1956-1957. 1961.
Philip Davidson, President, University of Louisville, 1957-1958.
Chester M. Alter, Chancellor, University of Denver, 1958-1959.
Jay F. W. Pearson, President, University of Miami, 1959-1960.
Laurence J. McGinley, S.J., President, Fordham University, 1960-1961.
Clarence B. Hilberry, President, Wayne State University, 1961-1962.
Carter Davidson, President, Union College, 1962-1963.
Milo Bail, President, University of Omaha, 1963-1964.
T. W. Van Arsdale, Jr., President, Bradley University, 1964-1965.
Philip G. Hoffman, President, University of Houston, 1965-1966.
Richard F. Humphreys, President, The Cooper Union, 1966-1967.
J. Martin Klotsche, Chancellor, University of Wisconsin-Milwaukee, 1967-1968.
Leo McLaughlin, S.J., President, Fordham University, 1968-1969.
Norman A. Parker, Chancellor, Chicago Circle Campus, University of Illinois, 1969-1970.
Lloyd H. Elliott, President, The George Washington University, 1970-1971.

Vice-Presidents

Everett W. Lord, Dean, Boston University, 1914-1915.
Augustus R. Hatton, Professor of Political Science, Western Reserve University, 1915-1917.
Parke R. Kolbe, President, University of Akron, 1917-1919.

Frank P. Graves, President, University of the State of New York and Commissioner of Education, State of New York, 1919-1921.
Winfred G. Leutner, Dean, Western Reserve University, 1921-1923.
Frederick W. Shipley, Director, Division of University Extension, Washington University, 1923-1925.
Richard R. Price, Director of University Extension Service, University of Minnesota, 1925-1927.
Theodore J. Grayson, Director, Evening School of Accounts and Finance, University of Pennsylvania, 1927-1929.
Vincent W. Lanfear, Director, Downtown Division, University of Pittsburgh, 1929-1931.
Rufus D. Smith, Director, University Extension Division, New York University, 1931-1933.
Raymond Walters, President, University of Cincinnati, 1933-1935.
Charles J. Deane, Vice-President and Dean, Fordham University, 1935-1937.
Parke R. Kolbe, President, Drexel Institute of Technology, 1937-1939.
H. E. Simmons, President, University of Akron, 1939-1941.
Henry T. Heald, President, Illinois Institute of Technology, 1941-1943.
David D. Henry, Executive Vice-President, Wayne University, 1943-1945.
Ben Cherrington, Chancellor, University of Denver, 1945-1947.
M. O. Ross, President, Butler University, 1946-1947.
James Creese, President, Drexel Institute of Technology, 1947-1949.
David A. Lockmiller, President, University of Chattanooga, 1949-1951.
Robert W. Van Houten, President, Newark College of Engineering, 1951-1953.
Norman P. Auburn, President, University of Akron, 1953-1955.
Philip Davidson, President, University of Louisville, 1955-1957.
Jay F. W. Pearson, President, University of Miami, 1957-1959.
Clarence B. Hilberry, President, Wayne State University, 1959-1961.
Carter Davidson, President, Union College, 1961-1962.
Milo Bail, President, University of Omaha, 1962-1963.
Thomas H. Carroll, President, George Washington University, 1963-1964.
William F. Kelley, S.J., President, Marquette University, 1964-October 1965.

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[1]Resigned, 1946.

[2]Elected to complete Dr. Cherrington's term which would have ended at the close of the 1947 meeting.

Philip G. Hoffman, President, University of Houston, October-November, 1965.

Richard F. Humphreys, President, The Cooper Union, 1965-1966.

J. Martin Klotsche, Chancellor, University of Wisconsin-Milwaukee, 1966-1967.

Leo McLaughlin, S.J., President, Fordham University, 1967-1968.

Norman A. Parker, University of Illinois at Chicago Circle Campus, 1968-1969.

Lloyd H. Elliott, President, George Washington University, 1969-1970.

Kirk E. Naylor, President, University of Nebraska at Omaha, 1970-1971.

Secretary-Treasurers

Walter E. Clark, Professor of Political Science, College of the City of New York, 1914-1915.

Frederick B. Robinson, Director, Evening Session, College of the City of New York and Dean, School of Business and Civic Administration, 1915-1926.

C. S. Marsh, Dean, Evening Session of the School of Business Administration, University of Buffalo, 1926-1935.

Roscoe M. Ihrig, Director, Division of General Studies, Director of Evening Courses, Dean of Freshmen in Engineering, Carnegie Institute of Technology, 1935-1940.

F. W. Schockley, Director, University Extension, Summer Sessions and Late Afternoon, Evening, and Saturday Classes, University of Pittsburgh, 1940-1947.[1]

David D. Henry, Executive Vice Chancellor, New York University, 1947-1956.[2]

Robert W. Van Houten, President, Newark College of Engineering, 1954-1956.[3]

Norman P. Auburn, President, University of Akron, 1956-1965.

T. W. Van Arsdale, President, Bradley University, 1965-1968.

Robert Harry Spiro, President, Jacksonville University, 1968-

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[1]Completed Dr. Roscoe M. Ihrig's term which ended in October, 1941 and was elected for a three-year term, 1941-1944, and for a second three-year term, 1944-1947.

[2]Resigned, 1954.

[3]Appointed to fill Dr. David D. Henry's unexpired term.

APPENDIX C

Registered Attendance, Association of Urban Universities, 56th Annual Meeting, Miami, Florida, November 1-2, 1970 (as of October 29, 1970)

AKRON, UNIVERSITY OF
President Norman P. Auburn
AMERICAN COUNCIL ON EDUCATION
Dr. and Mrs. Martin D. Jenkins
ARKANSAS, UNIVERSITY OF AT LITTLE ROCK
Chancellor Carey Stabler
ASSOCIATION OF URBAN UNIVERSITIES
George A. Flowers, Editor, News Director, Jacksonville University
Miss Marion Jarrell, Asst. Sec.-Treas., Asst. to the President, Jacksonville University
BOSTON COLLEGE
Mr. and Mrs. Thomas H. O'Conner, Faculty Asst. to the President
BOSTON UNIVERSITY
James H. Baker, Vice President of Public Affairs
BRADLEY UNIVERSITY
President and Mrs. T. W. VanArsdale
CHICAGO STATE COLLEGE
President Milton Byrd, Miss Byrd
CLEVELAND STATE UNIVERSITY
President Harold Enarson
COLLEGE ENTRANCE EXAMINATION BOARD
Mr. and Mrs. Edwin T. Carine, Jr.
DAYTON UNIVERSITY
President Raymond Roesch
DELAWARE, UNIVERSITY OF
Dr. and Mrs. John W. Shirley, Provst & V. Pres., Academic Affairs
EDUCATIONAL TESTING SERVICE
Albert M. Serling
FAIRLEIGH DICKINSON UNIVERSITY
President J. Osborn Fuller
FORDHAM UNIVERSITY
Joseph Mulholland, Assistant Dean
GEORGE WASHINGTON UNIVERSITY
President and Mrs. Lloyd Elliott, Vice President, AUU
HOUSTON, UNIVERSITY OF
President and Mrs. Philip Hoffman
ILLINOIS, UNIVERSITY OF AT CHICAGO CIRCLE
Chancellor and Mrs. Norman Parker, President, AUU
Pat Goodall, Vice Chancellor for Public Affairs
ILLINOIS, UNIVERSITY OF
Mr. and Mrs. Barry Munitz, Asst. to the President
INDIANA UNIVERSITY — PURDUE UNIVERSITY AT INDIANAPOLIS
Dr. and Mrs. John C. Buhner, V. Chancellor and Dean of Faculty

INDIANA, STATE UNIVERSITY
President Alan C. Rankin
JACKSONVILLE UNIVERSITY
President and Mrs. Robert H. Spiro
JERSEY CITY STATE COLLEGE
William A. Liggitt, Executive Vice President
THE JOHNS HOPKINS UNIVERSITY
Mr. and Mrs. Victor H. Dates, Secretary
LaSALLE COLLEGE
Brother Joseph Burke
LOUISVILLE, UNIVERSITY OF
President Woodrow M. Strickler
MASSACHUSETTS, UNIVERSITY OF
William R. Hamilton, Jr., Vice Chancellor
MIAMI, UNIVERSITY OF
President and Mrs. Henry King Stanford
Robert Allen, Dean, Continuing Education
MISSOURI, UNIVERSITY OF — KANSAS CITY
Chancellor James C. Olson
MONMOUTH COLLEGE
C. Norton Coe, Vice President-Academic Affairs
NEBRASKA, UNIVERSITY OF AT OMAHA
President and Mrs. Kirk E. Naylor
NEW YORK UNIVERSITY
Paul E. Bradgdon, Vice President for Public Affairs
NEWARK COLLEGE OF ENGINEERING
President and Mrs. William Hazell
NORTH FLORIDA, UNIVERSITY OF
Dr. and Mrs. John Allen
SACRED HEART UNIVERSITY
President and Mrs. William Conley
SAN DIEGO STATE COLLEGE
President Malcolm A. Love
SOUTHERN METHODIST UNIVERSITY
R. Richard Rubottom, Jr., Vice President for Planning
ST. LOUIS UNIVERSITY
Rev. Jerome J. Marchetti, S.J., Executive Vice President
TAMPA, UNIVERSITY OF
President David M. Delo
TENNESSEE, UNIVERSITY OF
President and Mrs. Edward Boling
WISCONSIN, UNIVERSITY OF — MILWAUKEE
Chancellor and Mrs. J. M. Klotsche
VANDERBILT UNIVERSITY
R. R. Purdy, Senior Vice Chancellor
WAYNE STATE UNIVERSITY
Mr. and Mrs. Ali Bulent Cambel
Executive Vice President for Academic Affairs

APPENDIX D

Financial Report
November 1, 1969 to October 31, 1970

Book Balance November 1, 1969		$ 4,118.31
RECEIPTS:		
Annual Meeting	$ 865.01	
Annual Dues 1969-70	6,225.00	
Annual Dues 1970-71	975.00	
Total Receipts		$ 8,065.01
Total Credits		$12,183.32
DISBURSEMENTS:		
Annual Meeting		
Ck. No.		
69-15 Holiday Inn of Downtown Akron, hotel expenses, officers and guests	$122.83	
69-16 Robert Spiro—expenses	33.42	
69-17 Marion Jarrell—expenses	20.75	
69-18 George Flowers—expenses	25.10	
69-20 U. of Akron—expenses	12.00	
69-21 Harry Rivlin—expenses as guest speaker	91.25	
69-22 Zappone Foods—food	545.62	
69-26 Gladys Barbour—transcription of proceedings	194.00	
70-27 U. of Akron—buffet dinner	576.00	
70-39 Jacksonville University—reimburse for tickets and printed program	132.15	
70-50 Photocomposition—proceedings	382.20	
		$ 2,135.32
Newsletter		
Ck. No.		
70-34 Triad Printing Co.	286.00	
70-49 Triad Printing Co.	305.74	
70-58 Triad Printing Co.	249.50	
		$ 841.24
Stipends		
Ck. No.		
69-24 George Flowers—fourth quarter	250.00	
70-25 Marion Jarrell—fourth quarter	250.00	
70-37 George Flowers—first quarter	250.00	
70-38 Marion Jarrell—first quarter	250.00	
70-47 Marion Jarrell—second quarter	250.00	

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70-48	George Flowers—second quarter	250.00	
70-56	George Flowers—third quarter	250.00	
70-57	Marion Jarrell—third quarter	250.00	
			$ 2,000.00

Miscellaneous

Ck. No.			
69-23	George Flowers—office supplies	8.00	
70-29	Marion Jarrell—expenses for executive committee meeting	17.32	
70-30	George Flowers—expenses for executive committee meeting	12.65	
70-32	Postmaster—postage for newsletter	7.38	
70-36	Westcott Printing—letterhead	18.46	
70-42	Jacksonville University—reimburse for postage	49.80	
70-43	Jacksonville University—expenses for executive committee meeting	40.25	
70-45	Postmaster—postage for newsletter	7.96	
70-46	Westcott Printing—letterhead	29.64	
70-52	Postmaster—postage for newsletter	7.80	
70-59	Postmaster—postage for proceedings	12.48	
			$ 211.74

Travel and Dues

Ck. No.			
69-19	American Council on Education—dues	375.00	
70-28	Norman Parker—annual meeting	56.00	
70-31	Norman Parker—Executive committee meeting	138.75	
70-35	Lloyd Elliott—Executive committee meeting	138.80	
70-41	Jacksonville University—reimburse for Spiro, Flowers, Jarrell, annual meeting	409.05	
70-44	Leo McLaughlin—annual meeting	68.00	
70-51	Cosmopolitan Travel Service Marion Jarrell to Miami	64.00	
70-53	Marion Jarrell—misc. expenses to Miami	8.40	
70-54	Robert Spiro—Chicago	136.48	
70-55	Lloyd Elliott—Chicago	144.80	
			$ 1,539.28

Total Disbursements, November 1, 1969 to October 31, 1970	$ 6,727.58
Book Balance, October 31, 1970	$ 5,455.74

APPENDIX E

Procedure For Application For Membership In Association of Urban Universities

Eligible for membership in the Association of Urban Universities are accredited four-year institutions of higher education located in urban areas and particularly concerned with the problems and opportunities incident to urban location, including adult education and other community service. Membership is in the name of the institution, not of a unit or a division of the institution.

Ninety-two institutions are now members of the Association, which was organized in 1914. The annual meeting is usually held on the first Sunday and Monday in November in the "home" city of one of the member institutions. Proceedings of the annual meeting are published. A Newsletter containing items of interest to urban institutions is issued 5 or 6 times during the year. Annual institutional dues are $75.00.

Applications for membership may be made by letter addressed to the Secretary-Treasurer, Dr. Robert Spiro, President, Jacksonville University, Jacksonville, Florida. The letter should be accompanied by a statement concerning the accrediting of the institution, its objectives and its interest in community service. Also, there should be a brief statement concerning institutional history and organization, enrollment, and nature of educational service. One or two publications of the institution will be of interest to the Membership Committee.

Attendance at annual meetings is not limited to representatives of member institutions but is open to interested representatives from any urban institution. An institution applying for membership is expected ot be represented at the annual meeting at which its application is considered.

Is is expected that presidents of member institutions will personally participate in the work of the Association and, whenever possible, attend the annual meeting.

APPENDIX F

Institutional Libraries Holding Complete Sets of Proceedings of the Association's Annual Meetings

University of Akron
Boston University (The Chenery Library)
Butler University
University of Cincinnati
University of Chicago
City College of New York
University of Denver
Drexel Institute of Technology
Harvard University (Harvard College Library)
University of Illinois
University of Louisville
New York University (Washington Square Library)
University of Pennsylvania
University of Pittsburgh
University of Rochester
Rutgers University
University of Southern California
State University of New York at Buffalo
Syracuse University
Temple University
University of Toledo
Wayne State University
Western Reserve University

APPENDIX G

Fact Sheet
COLLEGE ENTRANCE EXAMINATION BOARD

888 Seventh Avenue, New York, New York 10019 (212) 582-6210
What is the Board:

The College Entrance Examination Board is a national nonprofit organization of more than 1500 colleges and universities, secondary schools, urban school systems, and educational associations. Its headquarters are in New York, with regional offices in Evanston, Illinois; Atlanta, Georgia; Austin, Texas; Palo Alto, California; and New York City.* The Board also has offices in Denver, Colorado; Washington, D.C.; and Hato Rey, Puerto Rico.

Management and operation:

The Board is governed by a 25-member Board of Trustees and guided by a series of trustee and advisory committees. A professional staff, presently numbering about 110, is appointed by the president. Major policy decisions of the Board are determined by a vote of the membership at the annual meeting each October. The activities of the Board are supported primarily by candidates' test fees. Its operating budget for 1970-71 will be about $30 million. Operational phases of the College Board's testing programs and services are conducted by contract with Educational Testing Service (ETS), a separate and independent nonprofit agency with headquarters in Princeton, New Jersey, and other main offices in Berkeley, California and Evanston, Illinois.

Purpose:

The College Board was founded in 1900 to aid students in the transition from school to college and to introduce order and uni-

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*Midwest: Director, 990 Grove Street, Evanston, Illinois 60201 (312) 869-1840
Northeast: Director, 888 Seventh Avenue, New York, New York 10019 (212) 489-0940
South: Director, 17 Executive Park Drive, N.E., Atlanta, Georgia 30329 (404) 636-9465
Southwest: Director, P.O. Box 727, Austin, Texas 78712 (512) 476-7641
West: Director, 800 Welch Road, Palo Alto, California 94304 (415) 321-5211

formity onto the college admissions scene. Seven decades of educational change have significantly altered the activities and role of the organization, but it remains essentially what it started out to be — a federation of independent institutions and organizations working toward the common cause of improving access to higher education.

Forum activities:

One of the historical and essential functions of the Board has been to provide a forum where school and college representatives may discuss major issues and common problems of providing acces to higher education. To improve and expand its services and communications with member institutions and schools, the Board has established offices throughout the country, which serve to keep the Board in close touch with specific problems facing schools and colleges in different areas. Through its network of regional offices, the Board sponsors conferences and seminars, and holds training institutes and workshops for financial aid, admissions, and school guidance personnel. The Board also holds its annual membership meeting each fall, and a series of regional membership meetings throughout the winter months.

Programs of the College Board:

The changing nature of the membership and the extension of its concerns and interests have resulted in an increasingly diversified role for the Board. In meeting the needs of its members and in helping to solve the problems of a complex, growing, and changing system of higher education, the Board has expanded the scope of its activities and programs to include many aspects of the transition from high school to college.

Admissions Testing Program —

entrance examinations (SAT and Achievement Tests) used as part of admissions criteria for students applying to institutions of higher education.

Advanced Placement Program —

college-level course descriptions and examinations offered in high schools to able students seeking advanced placement, credit, or both upon entrance to college.

College Scholarship Service —
financial need analysis service to assist students seeking financial aid for college studies.

International Education —
services and examinations designed to aid in the evaluation and admission of foreign students to American institutions.

College-Level Examination Program —
series of college-level examinations used to award nontraditional students college credit for learning acquired outside the formal classroom.

Comparative Guidance and Placement Program —
background, interest, and abilities measures used for decision-making and guidance purposes by students in two-year colleges and vocational-technical institutions.

Services of the College Board:

Student Services —
guidance and information services designed to aid students in making informed and thoughtful educational plans as they move through the process of choosing, applying for, and getting admitted and placed in an institution of higher education.

Institutional Services —
studies, consultants, and information services offered to institutions, schools, systems, and state educational agencies, to aid them in implementing new Board programs; in interpreting and reporting information about students; and in analyzing and using data related to admissions, placement, and financial aid practices.

Research and Development —
surveys, studies, and other research projects conducted to explore the complex problems of the student's transition from secondary school to college and to answer the needs of the educational community with up-to-date, efficient programs and services.

Publications —
publications, comprehensive in nature, which present information to students, colleges, schools, and others on all aspects of Board programs, services, and related interests.

October 1970

APPENDIX H

Breakfast Sessions Discussion Items

To the Members of the Association:

In preparing for this year's breakfast sessions I could not escape the obvious: The urban problems are still with us; the campuses are still with us (fortunately); and we are another year older (wiser, maybe?). The following, therefore, are offered only as openers. Each Chairman should proceed in such ways as best serve the interests of his group. One new subject is explicitly raised in item II.

Questions for Breakfast Sessions

Monday, November 2, 1970

I. Status or promise of developments in such areas as (each participant may have questions, promising practices to report or pronouncements to make):

1. Admissions?
2. Community service?
3. Campus-city cooperation?
4. Resources? Money, land, buildings and people.
5. Institutional governance?
6. Politics?
7. Campus unrest?

II. Where do we go from here as an Association?

1. Remain essentially as we are?
2. Grow, expand (costs, services, etc.) and open a Washington headquarters?
3. Consolidate or merge with one of the already existing Associations?

Lloyd H. Elliott
Coordinator
Group Breakfast Sessions
October 1970

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